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- **Chief Readers**
- **Exam Leaders**
(Table/Question Leaders)
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Student Editions



AP[®] CED Alignment

AP [®] Human Geography CED Unit	Human Geography for the AP [®] Course, 1e	Recommendations
Unit 1: Thinking Geographically	Unit 1: Thinking Geographically	Assign Personal Progress Check 1
Unit 2: Population and Migration Patterns and Processes	Unit 2: Population and Migration Patterns and Processes	Assign Personal Progress Check 2
Unit 3: Cultural Patterns and Processes	Unit 3: Cultural Patterns and Processes	Assign Personal Progress Check 3
Unit 4: Political Patterns and Processes	Unit 4: Political Patterns and Processes	Assign Personal Progress Check 4
Unit 5: Agricultural and Rural Land-Use Patterns and Processes	Unit 5: Agricultural and Rural Land-Use Patterns and Processes	Assign Personal Progress Check 5
Unit 6: Cities and Urban Land-Use Patterns and Processes	Unit 6: Cities and Urban Land-Use Patterns and Processes	Assign Personal Progress Check 6
Unit 7: Industrial and Economic Development Patterns and Processes	Unit 7: Industrial and Economic Development Patterns and Processes	Assign Personal Progress Check 7

*AP[®] Human Geography Course and Exam Description Effective Fall 2019

Aligned to
AP[®] CED



Modular
organization



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AP® Skill support

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

The course framework includes two essential components:

1 DISCIPLINARY PRACTICES

The disciplinary practices are central to the study and practice of comparative government and politics. Students should develop and apply the described practices on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

AP®

CONTINUITY AND CHANGE

How did Russia's westward expansion change Russia? What continuities remained despite these changes?

AP®

ARGUMENTATION

What evidence from the text might you use to support the claim that Russia was a "society organized for continuous war"?

AP®

COMPARISON

Compare the processes by which the Russians and Western Europeans built their empires.

But this European-oriented power, bumping up against China the front lines of the encounter straddling of Asia and Europe was that has troubled educated Russia country, destined to follow the societies? Or was it different, un legacy and its status as an Asian p pletely answered even in the tw empire, bordering on virtually al turned Russia, like many empire ety organized for continuous w the highly autocratic character arguably required a powerful m people

Europe feelings different had con

AP® SKILLS WORKSHOP

Contextualization

In this workshop, you will learn about contextualization, a historical reasoning skill that you can also apply to your everyday life. You may have heard people complain that their words were taken out of context, or that context is important to understand a current event. In this workshop, we'll look specifically at the role that context plays in the study of history.

UNDERSTANDING CONTEXTUALIZATION

So what is context, and how will you use the skill of contextualization in the AP® course as you build your skills as a historian? First, let's think about what "contextualization" means.

Contextualization: Considering the historical situation surrounding an event or process

That means that a historian looks at an event in terms of the cultural norms, political structures, religious beliefs, geographic and environmental factors, and other contexts that might have affected how the event occurred or how people responded to it. Context helps a historian see an event through the eyes of those who experienced it and take into account all of the surrounding factors. While something might seem unusual from our perspective or context, a good historian understands the historical context and moves beyond making judgments.

Contextualization is an important part of understanding why something happened. But be careful: contextualization is not causation! When we contextualize, we are not looking for the thing that started an event, but rather the situation or setting in which the event occurred. Often, contextualization is used to lay the groundwork for a claim or thesis. Let's see how the authors of this book do it. In the following paragraph excerpt, the authors use contextualization to set the stage for their claim:

For many centuries, the Chinese had interacted with the nomadic peoples who inhabited the dry and lightly populated regions now known as Mongolia, Xinjiang, and Tibet. Trade, tribute, and warfare ensured that these ecologically and culturally different worlds were well known to the Chinese, quite unlike the New World "discoveries" of the Europeans. Chinese authority in these regions had been intermittent and actively resisted. Then, in the early modern era, the Qing dynasty undertook an eighty-year military effort (1680–1760) that brought these huge areas solidly under its control. It was largely security concerns, rather than economic need, that motivated this aggressive posture. During the late seventeenth century, the creation of a substantial state among the western Mongols, known as Zunghars, revived Chinese memories of an earlier Mongol conquest.

Contextualization

Claim

Evidence

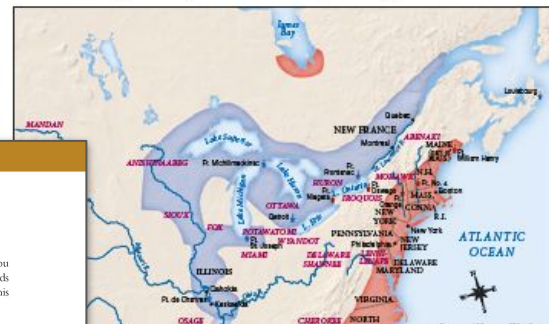
AP®

Skills Workshop: Writing Historically

Responding to a Short-Answer Question with a Secondary Source

As you progress through this course, you will have many chances to practice different historical thinking skills and reasoning processes both to convey your historical knowledge and to make a compelling argument. Let's look at a Short-Answer Question (SAQ) that uses a single secondary source, in this case a map, and asks you to compare elements of the map to make your claims, which you will support with evidence.

European Empires in North America (1715–1750)



UNIT 2 MACRO

Economic Indicators and the Business Cycle

Module 2.1 The Circular Flow and Gross Domestic Product

Module 2.2 Limitations of Gross Domestic Product

Module 2.3 Unemployment

Module 2.4 Price Indices and Inflation

Module 2.5 Costs of Inflation

Module 2.6 Real Versus Nominal Gross Domestic Product

Module 2.7 Business Cycles

Module 2.8 The Business Cycle

Module 2.9 The Business Cycle

Module 2.10 The Business Cycle

Module 2.11 The Business Cycle

Module 2.12 The Business Cycle

Module 2.13 The Business Cycle

Module 2.14 The Business Cycle

Module 2.15 The Business Cycle

Module 2.16 The Business Cycle

Module 2.17 The Business Cycle

Module 2.18 The Business Cycle

Module 2.19 The Business Cycle

Module 2.20 The Business Cycle

Module 2.21 The Business Cycle

Module 2.22 The Business Cycle

Module 2.23 The Business Cycle

Module 2.24 The Business Cycle

Module 2.25 The Business Cycle

Module 2.26 The Business Cycle

Module 2.27 The Business Cycle

Module 2.28 The Business Cycle

Module 2.29 The Business Cycle

Module 2.30 The Business Cycle

Module 2.31 The Business Cycle

Module 2.32 The Business Cycle

Module 2.33 The Business Cycle

Module 2.34 The Business Cycle

What Does It Mean to Be #1?

By some measures China, as a whole, has the world's largest economy. Other measures show that the U.S. economy is the largest, as it has been for the past 100 years. But what does it mean to have the largest economy in the world? If you compare China with the United States, you find that they do quite different things. China, for example, produces much of the world's clothing, while the U.S. clothing manufacturing industry has largely disappeared. On the other hand, America produces around half of the world's passenger jets, while China is just getting into the aircraft industry. So you might think that trying to compare the size of the two economies would be a matter of comparing apples and oranges—well, pajamas and airplanes, but you get the idea. Economists routinely compare the size of economies—for example, they

compare the size of the U.S. economy with that of China, and they also compare the size of the U.S. economy today with its size in the past.

They do this using a measure known as *gross domestic product*, or GDP: the total value of goods and services produced in a country, and a closely related measure, *real GDP*, which corrects GDP for price changes. When economists say that one country's economy has overtaken the other's, they mean that China's real GDP has surpassed that of the United States (or that the United States' real GDP has surpassed that of China). GDP and real GDP are two of the most important measures used to track the macroeconomy—that is, to quantify movements in the overall level of output and prices. In this Unit, we explain how <https://www.econlib.org>

measure three key aspects of the economy: gross domestic product, unemployment, and inflation.



AP[®] Course-Specific Assessment

AP[®] United States History Practice Exam

SECTION II

Part A: Document-Based Question

60 minutes

DIRECTIONS: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. Write an essay using the seven documents below.

1. Evaluate the extent of difference between the impact of United States involvement in World War I (1914–1919) and the impact of United States involvement in World War II (1939–1945) on American society.

DOCUMENT 1 Source: Factory workers applying camouflage to military armaments, c. 1917



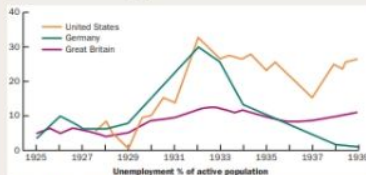
Source: U.S. Copyright Office

PE-17

12 AP[®] Exam Practice

Multiple-Choice Questions

Questions 1–3 refer to this graph.



Comparing the Impact of the Depression

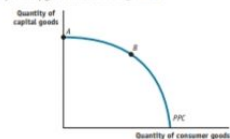
- Based on your knowledge of world history and the graph, which of these best explains the increased rate of unemployment in the United States, Germany, and Great Britain seen in the chart above?
 - The decrease in manufacturing and agricultural production at the end of World War I
 - An increased reliance on colonial workers, rather than local workers, in the new industrial age
 - Soldiers reentering the workforce and displacing female workers from World War I
 - The global economic devastation resulting from World War I and the U.S. stock market crash
- Which of the following best demonstrates differing responses to the hardships of the Great Depression?
 - The replacement of communism with free-market economics in Eastern Europe
 - Increases in government programs in the United Kingdom and the United States and the rise of absolutist political parties in Italy and Germany
 - The buildup of militaries in the United States and the USSR and the beginnings of decolonization in the British Empire
 - Increased imperialistic seizure of colonies in Africa and Asia
- Using the graph and your knowledge of world history, which of the following would best explain the dramatic decrease in Germany's unemployment rate by 1936?
 - The military buildup caused by the Nazi Party's rise to power
 - The final reparation payment made to the United Kingdom and France
 - The introduction of new agricultural techniques from the United States
 - The global dependence on German coal and iron

573-a

AP[®] Macroeconomics Exam Practice Test

Multiple-Choice Questions

Refer to the figure below to answer Question 1.

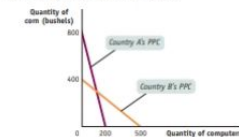


1. A movement from point B to point A illustrates which of the following?
- a choice to produce only capital goods
 - an advance in technology
 - a decrease in available resources used to produce consumer goods
 - an increase in the price of capital goods
 - an increase in efficiency

Refer to the figure below to answer Question 2.

3. According to the concept of comparative advantage, which of the following is true when countries specialize and trade?
- Each country obtains an absolute advantage.
 - Total world output increases.
 - The production possibilities curve for both countries shifts outward.
 - Prices fall in both countries.
 - Deadweight loss is created.

Refer to the figure below to answer Question 4.



UNIT 3 AP[®] Exam Practice Questions

Preparing for the AP[®] Exam

Multiple-Choice Questions

1. The following photo shows which type of land-use pattern?



Source: AP Central

2. A city of 150,000 people has a population density of 1,500 people per square mile. Which of the following is most likely the city's land-use pattern?
- Metes and bounds system
 - Township and range system
 - French long-lot system
 - Territorial colonial system
 - Native American communal system

2. Buildings, furniture, clothing, and musical instruments are examples of what cultural concept?
- Foodways
 - Nonmaterial culture
 - Local culture
 - Indigenous cultures
 - Material culture

3. A person who is fluent in Spanish, French, Italian, and English could be classified with what geographic term?
- Indigenous
 - Religious zealot
 - Monolingualist
 - Polyglot

4. The following photo was taken from Koreatown in Los Angeles. This image demonstrates which geographic concept?



- Monolingual culture
 - Ethnic landscape
 - Racial separation
 - Postmodern agriculture
 - Sacred spaces
5. Which of the following is the BEST example of a centripetal force within a country related to culture?
- A constitutional governance
 - A similar language



ELL Support

- Glossary/Glossario
- English/Spanish flashcards

Spanish - Waples, American Government: Stories of a Nation for the AP® Course, 1e, Chapter 5

Flashcards Learn Test Match Q-Chat

Get a hint

poder ejecutivo

1 / 17

Glossary/Glosario

English	Español
A	
absentee ballots voting completed and submitted by a voter before the day of an election.	votos en ausencia voto completado y presentado por un votante antes del día oficial de la elección.
affirmative action a policy designed to address the consequences of previous discrimination by providing special consideration to individuals based upon their characteristics, such as race or gender.	acción afirmativa política diseñada a abordar las consecuencias discriminatorias de políticas previas, dando consideración especial a los individuos según sus características, como la raza o el sexo.
agency capture when agencies tasked with regulating businesses, industries, or other interest groups are populated by individuals with close ties to the very firms that they are supposed to regulate.	captura de agencia cuando las agencias, cuya tarea es regular a negocios, industrias u otros grupos de interés, incluyen a individuos con vínculos cercanos a las mismas firmas que se supone están regulando.
agenda setting the media's ability to highlight certain issues and bring them to the attention of the public.	configuración de la agenda capacidad de los medios para realizar ciertos tópicos y así llamar la atención del público.
aggregating a process through which internet and other news providers relay the news as reported by journalists and other sources.	agregación proceso mediante el cual proveedores de noticias de internet y otros medios retransmiten lo reportado por periodistas y otras fuentes.
amendment a constitutional provision for a process by which changes may be made to the Constitution.	enmienda recurso constitucional para un proceso por el cual pueden hacerse cambios a la constitución.
the American dream the idea that individuals should be able to achieve prosperity through hard work, sacrifice, and their own talents.	el sueño americano la idea de que los individuos deberían ser capaces de alcanzar la prosperidad mediante el esfuerzo laboral, el sacrificio y su propio talento.
American political culture the set of beliefs, customs, traditions, and values that Americans share.	cultura política norteamericana conjunto de creencias, costumbres, tradiciones y valores que comparten los estadounidenses.
amicus curiae brief a brief filed by someone who is not a party to a case in an attempt to persuade the court to agree with the arguments set forth in the brief.	informe amicus curiae escrito presentado por alguien que, sin ser parte del caso, trata de persuadir a la corte para que acepte los argumentos expuestos en dicho escrito.
Antifederalist a person opposed to the proposed Constitution who favored stronger state governments.	antifederalista persona opuesta a la constitución propuesta, que favorece la fortaleza de los gobiernos estatales.



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- ★ Resources
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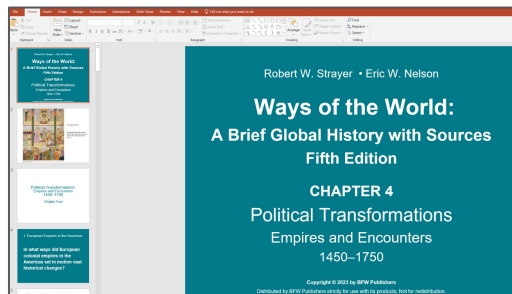
- Pacing Guides
- Course Correlations
- Organization Strategies
- Teaching Tips
- Differentiation Activities
- Bell-ringer Activities
- Exam Alerts (for AP[®] books)





Teacher's Resource Materials

- Chapter Reviews
- Lecture/Discussion Topics
- Teaching Strategies
- Demonstrations/Lab Activities
- Model Answers
- In-class/At-home Projects
- Worksheets
- Photos/Figures from the Book
- Lecture Slides
- PD Videos



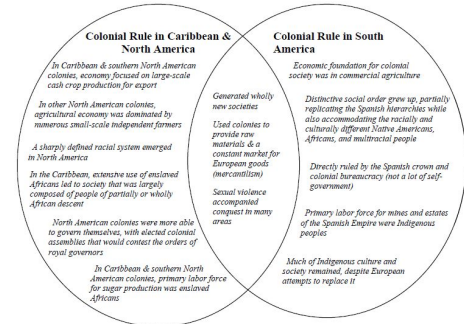
Handout 4.4

Graphic Organizer for Comparing Colonial Societies

Instructor version

When students are learning about the maritime empires of the Early Modern era, it's important that they know how these empires ruled their colonies, not just how the government was run in the home state. You might try having students create a Venn diagram comparing European colonial rule in the Caribbean and North America to European colonial rule in South America, using the section "Comparing Colonial Societies in the Americas" for research. (Answers are provided in *italics*.) A student version follows on page 2.

After they complete their diagrams, have students complete a quickwrite response to the following question: Evaluate the extent to which European colonial rule in the Caribbean and North America differed from European colonial rule in South America.



HANDOUT 4.4 | TEACHER'S RESOURCE MATERIALS | Ways of the World for the AP® Course | Ch. 4, P. 214
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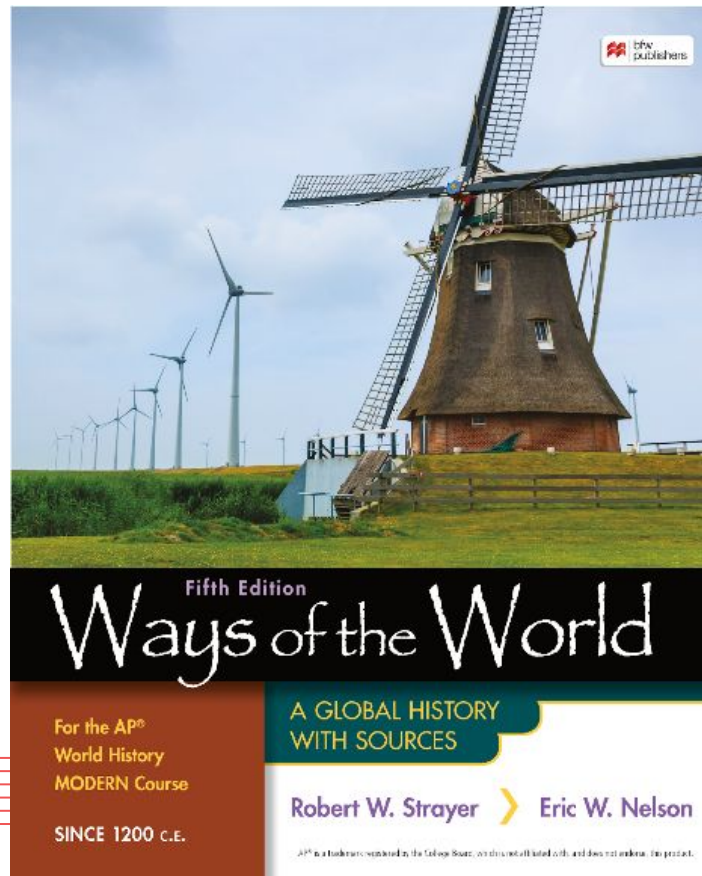


Individual Book Programs



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Student Edition

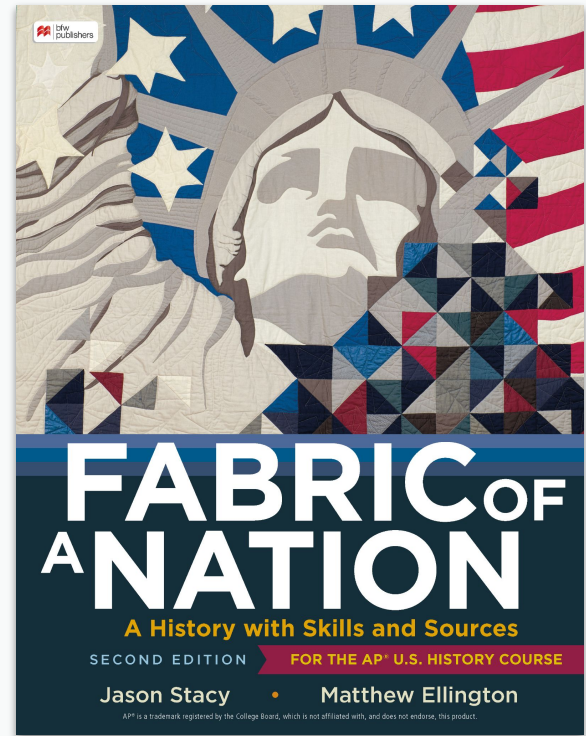


AP[®] US History

Stacy & Ellington

Fabric of a Nation, 2e

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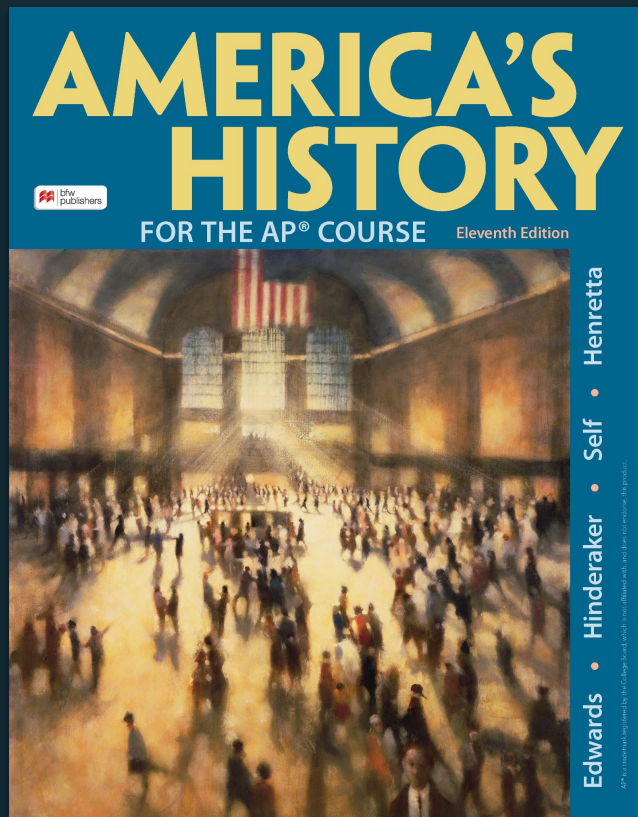




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