

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**June 2013**

**Department:** Social Science

**Course Title:** Advanced Placement Human Geography

**Grade Level:** 9-12

**Course Number:** 1918

**Prerequisite:**

**Length of Course:** Full Year

**Course Description:** The purpose of the AP Human Geography course 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.

**AP Exam Requirement**

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay \$5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

**I. Goals**

The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, students should have developed skills that enable them to:

- *Use and think about maps and spatial data.*

Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps and spatial data are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and spatial data to pose and solve problems, and when they learn to think critically about what is

revealed and what is hidden in different maps and spatial arrays.

- *Understand and interpret the implications of associations among phenomena in places.*

Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes.

- *Recognize and interpret at different scales the relationships among patterns and processes.*

Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus, students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by developments at other scales (e.g., regional, national, or global). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.

- *Define regions and evaluate the regionalization process.*

Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.

- *Characterize and analyze changing interconnections among places.*

At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus, students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover, they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs.

## **II. Outline of Content for Major Areas of Study**

### **1. Geography: Its Nature and Perspectives**

- A. Geography as a field of inquiry
- B. Evolution of key geographical concepts and models associated with notable geographers
- C. Key concepts underlying the geographical perspective: location, space, scale, pattern, regionalization, and globalization
- D. Key geographical skills
  1. How to use and think about maps and spatial 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
- E. Geographical technologies, such as GIS, remote sensing, and GPS
- F. Sources of geographical ideas and data: the field, census data, and satellite imagery

## **2. Population**

- A. Geographical analysis of population
  1. Density, distribution, and scale
  2. Implications of various densities and distributions
  3. Patterns of composition: age, sex, race, ethnicity
  4. Population and natural hazards: past, present, future
- B. Population growth and decline over time and space
  1. Historical trends and projections for the future
  2. Theories of population growth, including the Demographic Transition Model
  3. Patterns of fertility, mortality, and health
  4. Regional variations of demographic transitions
  5. Effects of population policies
- C. Population movement
  1. Migration selectivity
  2. Major voluntary and involuntary migrations at different scales
  3. Theories of migration, including push and pull factors, human capital, and life course
  4. International migration and refugees
  5. Socioeconomic consequences of migration

## **3. Cultural Patterns and Processes**

- A. Concepts of culture
  1. Traits
  2. Diffusion
  3. Acculturation, assimilation, and globalization
  4. Cultural regions
- B. Cultural differences
  1. Language
  2. Religion
  3. Ethnicity
  4. Gender
  5. Population and folk culture
- C. Cultural landscapes and cultural identity
  1. Values and preferences
  2. Symbolic landscapes and sense of place
  3. Environmental impact of cultural attitudes and practices

## **4. Political Organization of Space**

- A. Territorial dimensions of politics

1. The concept of territoriality
  2. The nature and meaning of boundaries
  3. Influences of boundaries on identity, interaction, and exchange
  4. Federal and unitary states
  5. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
- B. Evolution of the contemporary political pattern
1. The nation-state concept
  2. Colonialism and imperialism
  3. Democratization
- C. Changes and challenges to political-territorial arrangements
1. Changing nature of sovereignty
  2. Fragmentation, unification, and alliance
  3. Supranationalism and devolution
  4. Electoral geography, including gerrymandering
  5. Terrorism
- 5. Agriculture and Rural Land Use**
- A. Development and diffusion of agriculture
1. Neolithic Agricultural Revolution
  2. Second Agricultural Revolution
  3. Green Revolution
  4. Modern Commercial Agriculture
- B. Major agricultural production regions
1. Agricultural systems associated with major bioclimatic zones
  2. Variations within major zones and effects of markets
  3. Linkages and flows among regions of food production and consumption
- C. Rural land use and settlement patterns
1. Models of agricultural land use, including Von Thunen's model
  2. Settlement patterns associated with major agricultural types
  3. Land use/ land cover change, irrigation, and conservation (desertification, deforestation)
- D. Biotechnology, including genetically modified plants and animals
1. Spatial organization and diffusion of industrial agriculture
  2. Organic farming and local food production
  3. Environmental impacts of agriculture
- 6. Industrialization and Economic Development**
- A. Growth and diffusion of industrialization
1. The changing roles of energy and technology
  2. Industrial Revolution
  3. Evolution of economic cores and peripheries
  4. Geographic critiques of models of economic localization (i.e., bid rent, comparative costs of transportation), industrial location, economic development, and world systems
- B. Contemporary patterns and impacts of industrialization and development
1. Spatial organization of the world economy
  2. Variations in the levels of development

3. Deindustrialization and economic restructuring
4. Globalization and international division of labor
5. Natural resources and environmental concerns
6. Sustainable development
7. Local development initiatives: government policies
8. Women in development

## **7. Cities and Urban Land Use**

- A. Development and character of cities
  1. Origin of cities
  2. Rural-urban migration and urban growth
  3. Global cities and megacities
  4. Suburbanization and edge cities
- B. Models of urban systems
  1. Rank-size rule
  2. Central place theory
  3. Gravity model
- C. Models of internal city structure
  1. Concentric zone model
  2. Sector model
  3. Multiple-nuclei model
  4. Changing employment mix
  5. Changing demographic and social structures
  6. Uneven environment, ghettoization, and gentrification
- D. Built environment and social space
  1. Housing
  2. Transportation and infrastructure
  3. Political organization of urban areas
  4. Urban planning and design
  5. Patterns of race, ethnicity, gender, and socioeconomic status

## **III. Accountability Determinants**

- A. In class lecture notes
- B. Homework
- C. Graph, Chart and diagram analysis questions
- D. Simulation activities
- E. Projects
- F. Free Response Essays
- G. Quizzes
- H. Exams

## **IV. Required Text(s)**

De Blij, H.J., Foubert, E. and Murphy, A. *Human Geography: People, Place, and Culture*. 8<sup>th</sup> ed. New York: John Wiley, 2007

## **V. Supplementary Materials**

Atlases, AP Review Book