Advanced Placement Human Geography

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Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☑ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Advanced Placement Human Geography		
Course Title:	Advanced Placement Human Geography		
Prerequisite(s):	Teacher recommendation advised		
Course Description: *Program of Studies*	AP Human Geography is an in-depth exploration of the dynamic interactions between humans and the spaces they inhabit. Beginning with foundational concepts, students learn how geographers analyze places through a spatial perspective, using tools like maps and data to inform decisions and understand human-environment interactions. Students then delve into the forces driving population changes and migration, examining how these trends influence economies, cultures, and environments. Building on this, students investigate cultural diffusion, the spread of languages and religions, and ways geography shapes cultural landscapes. Political geography focuses on territorial boundaries, sovereignty, and the forces shaping global political structures. Students then move into rural and urban land use, the evolution of agriculture and industries, and their impact on the environment, global food systems, infrastructure, and urban development. The course concludes by integrating previous concepts to analyze industrialization and globalization, equipping students with the tools to understand global inequalities and strategies for building a sustainable future.		
Course Essential	● How do geographers use a spatial perspective to analyze complex issues and relationships?		

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Questions:	● How do changes in population affect a place's economy, culture, and politics? ● How and why do cultural ideas, practices, and innovations change or disappear over time? ● How do historical and current events influence political structures around the world? ● What kind of cultural changes and technological advances have impacted the way people grow and consume food? ● How do physical geography and resources impact the presence and growth of cities? ● Why has industrialization helped improve standards of living while also contributing to geographically uneven development?
Course Enduring Understandings:	The study of human geography reveals the relationship between humans and their environment and how this relationship forms cultural, economic, and political systems. ● Geographers use maps and data to depict relationships of time, space, and scale. ● Geographers analyze relationships among and between places to reveal important spatial patterns. ● Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. ● Changes in population have long- and short-term effects on a place's economy, culture, and politics ● The interaction of people contributes to the spread of cultural practices. ● Cultural ideas, practices, and innovations change or disappear over time. ● The political organization of space results from historical and current processes, events, and ideas. ● Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. ● Political, economic, cultural, or technological changes can challenge state sovereignty. ● Availability of resources and cultural practices influence agricultural practices and land-use patterns. ● Agriculture has changed over time because of cultural diffusion and advances in technology. ● The presence and growth of cities vary across geographical locations because of physical geography and resources. ● The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape. ● Urban areas face unique economic, political, cultural, and environmental challenges.

	● Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development. ● Economic and social development happen at different times and rates in different places. ● Environmental problems stemming from industrialization may be remedied through sustainable development strategies.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (0CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Thinking Geographically (~1-2 weeks) **Unit 2:** Population and Migration Patterns and Processes (~4-5 weeks) **Unit 3:** Cultural Patterns and Processes (~4-5 weeks) **Unit 4:** Political Patterns and Processes (~4-5 weeks) **Unit 5:** Agricultural and Rural Land-Use Patterns and Processes (~4-5 weeks) **Unit 6:** Cities and Urban Land-Use Patterns and Processes (~4-5 weeks) **Unit 7:** Industrial and Economic Development Patterns and Processes (~4-5 weeks)	

Unit Number and Title:	**Unit 1:** Thinking Geographically
Duration:	~1-2 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the "why of where" to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources, such as maps, tables, charts, satellite images, and infographics, informs policy decisions, such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit." (College Board CED, 27)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How do geographers use a spatial perspective to analyze complex issues and relationships?
Enduring Understanding(s):	● Geographers use maps and data to depict relationships of time, space, and scale. ● Geographers analyze relationships among and between places to reveal important spatial

	patterns.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● types of maps include reference maps and thematic maps. ● types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation. ● all maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction. ● geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization. ● spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation. ● geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business and organizational, and governmental decision-making purposes. ● spatial concepts include absolute and relative location, space, place, flows, distance decay, time-space compression, and pattern. ● theories regarding the interaction of the natural environment with human societies have evolved from environmental determinism to possibilism. ● scales of analysis include global, regional, national, and local. ● patterns and processes at different scales reveal variations in, and different interpretations of, data. ● regions are defined on the basis of one or more unifying characteristics; types of regions include formal, functional, and perceptual/vernacular. ● regional boundaries are transitional and often contested and overlapping; geographers apply regional analysis at local, national, and global scales. **Skills:** (Students will be able to…) ● compare and contrast types of maps, the types of information presented in maps, and different

	kinds of spatial patterns and relationships portrayed in maps. ● assess different methods of geographic data collection and evaluate their effectiveness in various contexts. ● analyze the geographical effects of decisions made using geographical information. ● explain scales of analysis used by geographers. ● interpret major geographic concepts that illustrate spatial relationships and assess their relevance in understanding human and environmental interactions. ● explore what scales of analysis reveal about spatial relationships. ● justify different ways that geographers define regions.

Unit Number and Title:	**Unit 2:** Population and Migration Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales: local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements. Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems." (College Board CED, 39)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How do changes in population affect a place's economy, culture, and politics?

Enduring Understanding(s):	● Understanding where and how people live is essential to understanding global cultural, political, and economic patterns. ● Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. ● Changes in population have long- and short-term effects on a place's economy, culture, and politics
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population. ● factors that illustrate patterns of population distribution vary according to the scale of analysis. ● the three methods for calculating population density (arithmetic, physiological, and agricultural) reveal different information about the pressure the population exerts on the land. ● population distribution and density affect political, economic, and social processes, including the provision of services such as medical care. ● population distribution and density affect the environment and natural resources; this is known as carrying capacity. ● population pyramids are used to assess population growth and decline and to predict markets for goods and services. ● demographic factors that determine a population's growth and decline are fertility, mortality, and migration. ● geographers use the rate of natural increase and population-doubling time to explain population growth and decline. ● the demographic transition model can be used to explain population change over time. ● the epidemiological transition explains the causes of changing death rates. ● IMP-2.B.3 Malthusian theory and its critiques are used to analyze population change and its consequences. ● types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies. ● changing social values and access to education, employment, health care, and contraception

	have reduced fertility rates in most parts of the world. ● changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration. ● population aging is determined by birth and death rates and life expectancy. ● migration is influenced by push/pull factors and intervening opportunities/obstacles that can be cultural, demographic, economic, environmental, or political. ● forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers. ● types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban. ● forced and voluntary migration have political, economic, and cultural effects. **Skills:** (Students will be able to…) ● identify the factors that influence the distribution of human populations at different scales. ● compare different methods geographers use to calculate population density. ● explain how population distribution and density affect society and the environment. ● provide ways that geographers depict and analyze population composition. ● interpret factors that account for contemporary and historical trends in population growth and decline. ● evaluate theories of population growth and decline. ● examine the causes and effects of various population and immigration policies on population size and composition. ● assess how changing the role of females has demographic consequences in different parts of the world. ● describe the causes and consequences of an aging population. ● analyze the different causal factors that encourage migration. ● distinguish between forced and voluntary migration.

Unit Number and Title:	**Unit 3:** Cultural Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts, and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes. This unit also considers, from a temporal and spatial perspective, how culture spreads, through traditional forces such as colonialism and imperialism, and contemporary influences such as social media. Rather than emphasizing the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales. An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit." (College Board CED, 57)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How and why do cultural ideas, practices, and innovations change or disappear over time?
Enduring	● Cultural practices vary across geographical locations because of physical geography and

Understanding(s):	available resources. ● The interaction of people contributes to the spread of cultural practices. ● Cultural ideas, practices, and innovations change or disappear over time.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society, and cultural traits include such things as food preferences, architecture, and land use. ● cultural relativism and ethnocentrism are different attitudes toward cultural difference. ● cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture, including traditional and postmodern architecture and land-use patterns. ● attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands, help shape the use of space in a given society. ● language, ethnicity, and religion are factors in creating centripetal and centrifugal forces. ● relocation and expansion, including contagious, hierarchical, and stimulus expansion, are types of diffusion. ● colonialism, imperialism, and trade helped to shape patterns and practices of culture. ● cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships. ● communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence. ● religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused. ● acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

	Skills: (Students will be able to…) ● define the characteristics, attitudes, and traits that influence geographers when they study culture. ● compare and contrast the characteristics of cultural landscapes across regions. ● analyze how landscape features and land and resource use reflect cultural beliefs and identities. ● interpret patterns and landscapes of language, religion, ethnicity, and gender. ● diagram the different types of diffusion. ● assess the impact of historical processes, such as trade and colonialism, on current cultural patterns. ● explain what factors lead to the diffusion of universalizing and ethnic religions. ● investigate how the process of diffusion results in changes to the cultural landscape.

Unit Number and Title:	**Unit 4:** Political Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters. Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces." (College Board CED, 71)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How do historical and current events influence political structures around the world?
Enduring	● The political organization of space results from historical and current processes, events, and

Understanding(s):	ideas. ● Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. ● Political, economic, cultural, or technological changes can challenge state sovereignty.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semi-autonomous regions, such as American Indian reservations. ● colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries. ● political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points. ● types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries; boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested. ● political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference. ● land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources. ● the United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones. ● voting districts, redistricting, and gerrymandering affect election results at various scales. ● factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism. ● advances in communication technology have facilitated devolution, supranationalism, and democratization.

	● global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism. SPS-4.B.4 Supranational organizations, including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union, can challenge state sovereignty by limiting the economic or political actions of member states. ● centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements; centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion. **Skills:** (Students will be able to…) ● classify and define the different types of political entities on political maps of the world. ● evaluate the processes that have shaped contemporary political geography. ● analyze and apply the concepts of political power and territoriality as used by geographers. ● compare and contrast types of political boundaries used by geographers. ● explain the nature and function of international and internal boundaries. ● describe factors that lead to the devolution of states. ● assess how political, economic, cultural, and technological changes challenge state sovereignty. ● analyze how the concepts of centrifugal and centripetal forces apply at the state scale.

Unit Number and Title:	**Unit 5**: Agricultural and Rural Land-Use Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1. Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production. Student understanding of this global system of agriculture based on government cooperation lays the foundation for a deeper understanding of economic development in the final unit of the course." (College Board CED, 87)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● What kind of cultural changes and technological advances have impacted the way people grow and consume food?
Enduring Understanding(s):	● Availability of resources and cultural practices influence agricultural practices and land-use patterns.

	● Agriculture has changed over time because of cultural diffusion and advances in technology. ● Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates. ● intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems; extensive farming practices include shifting cultivation, nomadic herding, and ranching. ● early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America. ● patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals. ● the Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming, and had positive and negative consequences for both human populations and the environment. ● Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen's concentric rings. ● environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts. ● agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use. ● challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization. ● the location of food-processing facilities and markets, economies of scale, distribution systems,

	and government policies all have economic effects on food-production practices. **Skills:** (Students will be able to…) ● explain the connection between physical geography and agricultural practices. ● compare and contrast different rural settlement patterns and methods of surveying rural settlements. ● describe how plants and animals diffused globally. ● assess the advances and impacts of the second agricultural revolution. ● evaluate the consequences of the Green Revolution on food supply and the environment in the developing world. ● analyze how economic forces influence agricultural practices. ● apply the von Thünen model to explain patterns of agricultural production at various scales. ● measure the interdependence among regions of agricultural production and consumption. ● investigate how agricultural practices have environmental and societal consequences. ● appraise the challenges and debates related to the changing nature of contemporary agriculture and food-production practices.

Unit Number and Title:	**Unit 6:** Cities and Urban Land-Use Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, the demands of infrastructure, and mobility. Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-use zoning, smart growth policies, and public transportation–oriented development at local and international scales. This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics, and contrast the roles of urban and rural areas." (College Board CED, 105)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How do physical geography and resources impact the presence and growth of cities?

Enduring Understanding(s):	● The presence and growth of cities vary across geographical locations because of physical geography and resources. ● The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape. ● Urban areas face unique economic, political, cultural, and environmental challenges.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● site and situation influence the origin, function, and growth of cities. ● changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization. ● megacities and metacities are distinct spatial outcomes of urbanization, increasingly located in countries of the periphery and semiperiphery. ● principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory. ● models and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa. ● the location and quality of a city's infrastructure directly affect its spatial patterns of economic and social development. ● sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities. ● as urban populations move within a city, economic and social challenges result, including issues related to housing and housing discrimination, such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. ● urban renewal and gentrification have both positive and negative consequences. ● challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use.

	Skills: (Students will be able to…) ● analyze the processes that initiate and drive urbanization and suburbanization. ● evaluate how cities embody processes of globalization. ● interpret different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities. ● assess the internal structure of cities using various models and theories. ● examine how a city's infrastructure relates to local politics, society, and the environment. ● describe the effectiveness of different attempts to address urban sustainability challenges. ● differentiate how low-, medium-, and high-density housing characteristics represent patterns of residential land use. ● critique different urban design initiatives and practices. ● apply qualitative and quantitative data to analyze the causes and effects of geographic change within urban areas. ● investigate the causes and effects of geographic change within urban areas.

Unit Number and Title:	**Unit 7:** Industrial and Economic Development Patterns and Processes
Duration:	~4-5 weeks
Resource(s):	*Human Geography: A Spatial Perspective*, AP Edition, Cengage/National Geographic
Unit Overview:	"This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are, in turn, useful in explaining spatial variations in development, such as core-periphery relationships. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development, for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation. This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future." (College Board CED, 121)
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Human Geography. Please see the AP Human Geography Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	• Why has industrialization helped improve standards of living while also contributing to

	geographically uneven development?
Enduring Understanding(s):	● Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development. ● Economic and social development happen at different times and rates in different places. ● Environmental problems stemming from industrialization may be remedied through sustainable development strategies.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● industrialization began as a result of new technologies and was facilitated by the availability of natural resources. ● as industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures. ● labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing, such as core semiperiphery, and periphery locations. ● measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates. ● measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation. ● the Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development. ● different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development. ● outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries. ● in countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones, including special economic zones, free-trade zones, and export processing

	zones, and the emergence of an international division of labor in which developing countries have lower-paying jobs. ● sustainable development policies attempt to remedy problems stemming from natural resource depletion, mass consumption, the effects of pollution, and the impact of climate change. **Skills:** (Students will be able to…) ● examine how the Industrial Revolution facilitated the growth and diffusion of industrialization. ● explain the spatial patterns of industrial production and development. ● assess social and economic measures of development and their implications for global disparity. ● demonstrate how and to what extent changes in economic development have contributed to gender parity. ● analyze different theories of economic and social development. ● evaluate causes and geographic consequences of recent economic changes, such as the increase in international trade, deindustrialization, and growing interdependence in the world economy. ● interpret how sustainability principles relate to and impact industrialization and spatial development.