AP Human Geography

Advanced Placement Human Geography focuses student learning and study on the how and why of global human movement and interaction, its impact on our planet, and our understanding of it. Students will be introduced to the study of geography as a social science through emphasizing the relevance of geographic concepts to human problems. This course seeks to explore various geographic concepts related to human movement and interaction with the environment through the study of the five themes of Human Geography: Location, Human Environmental Interaction, Regions, Place, and Movement. Also, students examine spatial concepts and landscape analysis to examine human social organization and its environmental results. Students will critically explore the following topics in relation to human geography: Population, Migration, Cultural landscapes, identity, language, religion, political geography, urban geography, development, agriculture, industry, human environment, and globalization.

Desired Results (Stage 1)

Established Competencies

(**See below for rubrics**)

The particular topics studied in an AP Human Geography course will follow the five college-level goals that build on the National Geography Standards. On successful completion of the course, **the student will be able to**:

1. Use and interpret maps and spatial data

Geography is fundamentally 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.

2. 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.

3. 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.

4. 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.

5. 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.

Acquisition

Students will know...

Following is an outline of the major content areas covered by the AP Examination in Human Geography. This outline serves as a guide for the course not as a list of topics.

I. 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, place, scale, pattern, regionalization, and globalization

D. Key geographical skills

A. How to use and think about maps and spatial data

B. How to understand and interpret the implications of associations among phenomena in places

Students will be skilled at...

- Terminology used in the discussion of human geography
- Human geographic concepts through oral and written formats using the correct terminology
- The major theories, theorists, models and statistics concerning the general human geography areas listed to the left
- Communication strategies that facilitate retention of information such as repeating information, constructing mnemonics and taking notes.
- Analyze statistical geographic information presented in class and in the text to develop and communicate explanations to various spatial patterns of human behavior

C. How to recognize and interpret at different scales the relationships among patterns and processes D. How to define regions and evaluate the regionalization process E. How to characterize and analyze changing interconnections among places E. New geographic technologies, such as GIS and GPS F. Sources of geographical ideas and data: the field, census data II. Population A. Geographical analysis of population B. Density, distribution, and scale C. Consequences of various densities and distributions D. Patterns of composition: age, sex, race, and ethnicity E. Population and natural hazards: past, present, and future F. Population growth and decline over time and space G. Historical trends and projections for the future H. Theories of population growth, including the Demographic Model I. Patterns of fertility, mortality, and health J. Regional variations of demographic transitions K. Effects of population policies L. Population movement M. Push and pull factors N. Major voluntary and involuntary migrations at different scales O. Migration selectivity P. Short-term, local movements, and activity space III. Cultural Patterns and Processes A. Concepts of culture B. Traits A. Diffusion B. Acculturation C. Cultural regions C. Cultural differences D. Language E. Religion F. Ethnicity	• researching specific geography information and analyzing it to develop explanations for various spatial patterns of human behavior • Connecting prior knowledge to new information to help in understanding human geographic concepts • Research writing as it will be a learning tool in class (i.e. journals, paraphrasing, summarizing, research reports, notebooks) • Using maps and other geographic tools to acquire information and interpret the world • Understanding human have adapted and changed their environment and how their environment has changed human behavior • Understanding how the study of regions provides a useful tool for understanding the interaction of humans and their environment • Assessing human geographic concepts to interpret the variety of social, political, economic and cultural patterns that have developed around the world • Individual written projects • Collaboration with peers to use technology to compile and produce projects, models, and other works • Creating and giving multi-media presentations • Using the Internet as an effective research tool

G. Gender H. Popular and folk culture I. Environmental impact of cultural attitudes and practices J. Cultural landscapes and cultural identity K. Values and preferences L. Symbolic landscapes and sense of place IV. Political Organization of Space A. Territorial dimensions of politics A. The concept of territoriality B. The nature and meaning of boundaries C. Influences of boundaries on identity, interaction, and exchange B. Evolution of the contemporary political pattern C. The nation-state concept D. Colonialism and imperialism E. Federal and unitary states F. Challenges to inherited political-territorial arrangements G. Changing nature of sovereignty H. Fragmentation, unification, alliance I. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment J. Electoral geography, including gerrymandering V. Agricultural and Rural Land Use A. Development and diffusion of agriculture B. Neolithic Agricultural Revolution C. Second Agricultural Revolution D. Major agricultural production regions E. Agricultural systems associated with major bio-climatic zones F. Variations within major zones and effects of markets G. Linkages and flows among regions of food production and consumption H. Rural land use and settlement patterns I. Models of land use, including von Thünen's model J. Settlement patterns associated with major agriculture types K. Modern commercial agriculture: the Third Agricultural Revolution	

L. Green Revolution and the beginning of the biotechnologic revolution M. Characteristics of the third revolution: blending of primary, secondary, and tertiary activities, intensification of mechanization, and development of biotechnology N. Spatial organization of industrial agriculture O. Diffusion of industrial agriculture P. Future food supplies and environmental impacts of agriculture - hopes and fears VI. Industrialization and Economic Development A. Key concepts in industrialization and development B. Growth and diffusion of industrialization C. The changing roles of energy and technology D. Industrial Revolution E. Evolution of economic cores and peripheries F. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems G. Contemporary patterns and impacts of industrialization and development H. Spatial organization of the world economy I. Variations in levels of development J. Deindustrialization and economic restructuring K. Pollution, health, and quality of life L. Industrialization, environmental change, and sustainability M. Local development initiatives: government policies VII. Cities and Urban Land Use A. Definitions of urbanism B. Origin and evolution of cities C. Historical patterns of urbanization D. Rural-urban migration and urban growth E. Global cities and megacities F. Models of urban systems G. Functional character of contemporary cities	

H. Changing employment mix I. Changing demographic and social structures J. Built environment and social space K. Comparative models of internal city structure L. Transportation and infrastructure M. Political organization of urban areas N. Urban planning and design O. Patterns of race, ethnicity, gender, and class P. Uneven development, ghettoization, and gentrification Q. Impacts of suburbanization and edge cities	

Evidence (Stage 2)	
Evaluative Criteria	**Assessment Evidence**
• 6+1 Writing Rubric for written work • TRHS Research Rubric for all research type project and presentations • Multiple Choice Quizzes and Tests	Upon the completion of this course, students will: • Demonstrate their knowledge of how to use maps and other human geographic tools by passing various exam formats, including true and false, multiple choice, and short-answer questions. These exams will reflect the similar type of Advanced Placement Human Geography Examination students will take in the spring. • Demonstrate competency in communication by using correct terminology, expressing ideas clearly, writing cohesive essays, presenting ideas and information in visual and multi-media presentations • Demonstrate competency in technology by researching, creating, and presenting, projects, papers, and multi-media presentations
	Budgetary Impact: Students will need a textbook for this class which most cost anywhere between $75-100

Competency 1 Rubric—Use and interpret maps and spatial data

Category	Advanced	Effective	Developing	Novice
Geography	Student can examine the ways in which patterns on Earth's surface reflect and influence physical and human processes	Student can mostly examine the ways in which patterns on Earth's surface reflect and influence physical and human processes	Student can somewhat examine the ways in which patterns on Earth's surface reflect and influence physical and human processes	Student can minimally examine the ways in which patterns on Earth's surface reflect and influence physical and human processes
Maps and spatial data	Student can use them as a means to pose and solve problems	Are mostly used to pose and solve problems	Are somewhat used to pose and solve problems	Are used minimally to pose and solve problems
Thinking Critically	Student can reveal what is hidden in different maps and spatial arrays	Student can mostly reveal what is hidden in different maps and spatial arrays	Student can somewhat reveal what is hidden in different maps and spatial arrays	Student can minimally reveal what is hidden in different maps and spatial arrays

Competency 2 Rubric—Understand and interpret the implications of associations among phenomena in places

Category	Advanced	Effective	Developing	Novice
Geography	Student can understand the changing spatial organization and material character of Earth's surface	Student can mostly understand the changing spatial organization and material character of Earth's surface	Student can somewhat understand the changing spatial organization and material character of Earth's surface	Student can minimally understand the changing spatial organization and material character of Earth's surface
Spatial perspective—Relation to one another	Student can recognize and interpret patterns of phenomena in particular places	Student can mostly recognize and interpret patterns of phenomena in particular places	Student can somewhat recognize and interpret patterns of phenomena in particular places	Student can minimally recognize and interpret patterns of phenomena in particular places
Spatial perspective—nature and significance	Student can 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	Student can mostly 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	Student can somewhat 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	Student can minimally 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

	landscapes	cultural landscapes	cultural landscapes	cultural landscapes

Competency 3 Rubric—Recognize and interpret at different scales the relationships among patterns and processes

Category	Advanced	Effective	Developing	Novice
Geographic analysis	Student can examine how events and processes at different scales influence one another	Student can mostly examine how events and processes at different scales influence one another	Student can somewhat examine how events and processes at different scales influence one another	Student can minimally examine how events and processes at different scales influence one another
Categories of Study	Student can assess how the study of one scale (i.e. local) may well be influenced by developments at other scales (i.e. regional, national, or global)	Student can mostly assess how the study of one scale (i.e. local) may well be influenced by developments at other scales (i.e. regional, national, or global)	Student can somewhat assess how the study of one scale (i.e. local) may well be influenced by developments at other scales (i.e. regional, national, or global)	Student can minimally assess how the study of one scale (i.e. local) may well be influenced by developments at other scales (i.e. regional, national, or global)
Processes	Student can look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements	Student can mostly look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements	Student can somewhat look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements	Student can minimally look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements

Competency 4 Rubric—Define regions and evaluate the regionalization process

Category	Advanced	Effective	Developing	Novice
Geography	Student can describe patterns and analyze how they came about and what they mean	Student can mostly describe patterns and analyze how they came about and what they mean	Student can somewhat describe patterns and analyze how they came about and what they mean	Student can minimally describe patterns and analyze how they came about and what they mean
Regions of the World	Student can see regions as objects of analysis and exploration	Student can mostly see regions as objects of analysis and exploration	Student can somewhat see regions as objects of analysis and exploration	Student can minimally see regions as objects of analysis and exploration
Regions of the World	Student can describe how and why regions came into being and what they reveal about the changing character of the world in which we live	Student can mostly describe how and why regions came into being and what they reveal about the changing character of the world in which we live	Student can somewhat describe how and why regions came into being and what they reveal about the changing character of the world in which we live	Student can minimally describe how and why regions came into being and what they reveal about the changing character of the world in which we live

Competency 5 Rubric—Characterize and analyze changing interconnections among places

Category	Advanced	Effective	Developing	Novice
Geographical perspective	Student can identify the ways in which events and processes operating in one place can influence those operating at other places	Student can mostly identify the ways in which events and processes operating in one place can influence those operating at other places	Student can somewhat identify the ways in which events and processes operating in one place can influence those operating at other places	Student can minimally identify the ways in which events and processes operating in one place can influence those operating at other places
Places and Patterns	Student can view places and patterns in terms of their spatial and functional relationship with other places and patterns	Student can mostly view places and patterns in terms of their spatial and functional relationship with other places and patterns	Student can somewhat view places and patterns in terms of their spatial and functional relationship with other places and patterns	Student can minimally view places and patterns in terms of their spatial and functional relationship with other places and patterns
Changing relationships	Student can identify how and why relationships can changing	Student can mostly identify how and why relationships can changing	Student can somewhat identify how and why relationships can changing	Student can minimally identify how and why relationships can changing