

Course Title:	AP Human Geography
Grade(s):	9-12th

Course Description
Geography is an intensive year-long course that focuses on the distribution, processes, and effects of human populations on the Earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. The purpose of this course is for students to gain an understanding of the concepts, themes, skills, and perspectives of the academic discipline of Human Geography while developing higher order thinking, writing, and participation skills at a collegial level.
Approved Curricular Materials/Textbook(s)
<i>An Introduction to Human Geography: The Cultural Landscape</i>, 12th Edition (2017) by Rubenstein

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Thinking Geographically	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.	3-4 weeks (September-October)

Unit 2: Population and Migration Patterns and Processes	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.	5-6 weeks (October-November)
Unit 3: Cultural Patterns and Processes	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.	7-8 weeks (November-December)
Unit 4: Political Patterns and Processes	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.	4-5 weeks (January-February)
Unit 5: Agricultural and Rural Land-Use Patterns and Processes	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.	4-5 weeks (February-March)
Unit 6:	This unit addresses the origins and influences, particularly site and	4-5 weeks

Cities and Urban Land-Use Patterns and Processes	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, demands of infrastructure, and mobility.	(March-April)
Unit 7: Industrial and Economic Development Patterns and Processes	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 coreperiphery relationships.	3-4 weeks (April-May)