Unit 6: Cities and Urban Land Use Patterns and Processes

Content Area: **Social Studies**
Course(s): **AP Human Geography**
Time Period: **March**
Length: **4 weeks**
Status: **Published**

Transfer Skills

Present the geographic elements of industrialization and economic development, including past and present patterns of industrialization.

Enduring Understandings

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.

Essential Questions

PSO -How do physical geography and resources impact the presence and growth of cities?

IMP -How are the attitudes, values, and balance of power of a population reflected in the built landscape?

SPS - How are urban areas affected by unique economic, political, cultural, and environmental challenges?

Content

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.

Processes of suburbanization, sprawl, and decentralization have created new land-use forms—including edge cities, exurbs, and boomburbs—and new challenges.

The presence and growth of cities vary across geographical locations because of physical geography and resources.

World cities function at the top of the world's urban hierarchy and drive globalization.

Cities are connected globally by networks and linkages and mediate global processes.

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.

The presence and growth of cities vary across geographical locations because of physical geography and resources.

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 multiplenuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.

The presence and growth of cities vary across geographical locations because of physical geography and

resources.

Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

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.

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.

Quantitative data from census and survey data provide information about changes in population composition and size in urban areas.

Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

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.

Squatter settlements and conflicts over land tenure within large cities have increased.

Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements. SPS-6.A.4 Urban renewal and gentrification have both positive and negative consequences.

Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues.

Skills

Explain the significance of geographic similarities and differences among different locations and/or at different times.

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Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

Explain the significance of geographic similarities and differences among different locations and/or at different times.

Explain the processes that initiate and drive urbanization and suburbanization.

Explain how cities embody processes of globalization.

Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.

Explain the internal structure of cities using various models and theories.

Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.

Explain how a city's infrastructure relates to local politics, society, and the environment.

Identify the different urban design initiatives and practices.

Explain the effects of different urban design initiatives and practices.

Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.

Explain causes and effects of geographic change within urban areas.

Describe the effectiveness of different attempts to address urban sustainability challenges.

Resources

AP Classroom AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.

PERSONAL PROGRESS CHECKS Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

PROGRESS DASHBOARD This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

Standards

TEACH SKILL CATEGORIES: Skill categories spiral throughout the course.

1. Concepts and Processes

2. Spatial Relationships

3. Data Analysis

4. Source Analysis

5. Scale Analysis

BIG IDEAS: Big Ideas spiral across topics and units.

A. Patterns and Spatial Organization

B. Impacts and Interactions

C. Spatial Processes and Societal Change

HOW THEY TIE TOGETHER:

SPS 7.1 The Industrial Revolution 4

SPS 7.2 Economic Sectors and Patterns 2

SPS 7.3 Measures of Development 3

SPS 7.4 Women and Economic Development 3

SPS 7.5 Theories of Development 1

PSO 7.6 Trade and the World Economy 5

PSO 7.7 Changes as a Result of the World Economy 4

IMP 7.8 Sustainable Development

SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
SOC.6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
SOC.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.