

AP[®] Human Geography Sample Syllabus 3

Syllabus 1058820v1



Curricular Requirements	Page(s)
CR1 The course provides a systematic study of the nature of geography.	1
CR2 The course provides a systematic study of perspectives of geography.	1
CR3 The course provides a systematic study of population geography.	1, 2
CR4 The course provides a systematic study of cultural patterns and processes.	2
CR5 The course provides a systematic study of political organization of space.	4
CR6 The course provides a systematic study of agriculture and rural land use.	3
CR7 The course provides a systematic study of industrialization and economic development.	3
CR8 The course provides a systematic study of cities and urban land use.	4
CR9 The course teaches the use of landscape analysis to examine human organization of space.	1, 2, 3, 4
CR10 The course teaches spatial relationships at different scales ranging from the local to the global.	2, 3, 4
CR11 The course teaches students how to use and interpret maps and spatial data.	1, 2, 3, 4
CR12 The course teaches students how to use and interpret geographical models.	2, 3

Course Introduction

AP® Human Geography at our school is a year-long course designed to meet or exceed the experience of an introductory one-semester college human geography course. The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live.

Course Materials

The main text for the course is Human Geography, 9th edition (2007) by Jerome Fellmann, et al. Students will also use Human Geography in Action, 4th edition (2007) by Michael Kuby, et al. for applied exercises. Additional case studies, readings from current resources, films, aerial photos and field study work will supplement the two main texts. Many videos are from the Power of Place: Geography for the 21st Century video series.

Organization of Course

In this course students will meet every other day for a 95-minute block period. Students use interactive notebooks as an organizational and learning tool for the course. The notebooks include activities, vocabulary, key concepts, and questions for each unit and will be turned in the day of each unit exam. Unit exams include a 35-45 minute timed multiple-choice section, followed by a 45-minute free-response section that usually involves answering two essay questions. Each unit also includes either an in-class or online Socratic discussion. Each semester the course includes a field study. The field study in the first semester is trip to a regional mall to apply regionalization and cultural landscape principles. Second semester students participate in a full-day urban field study that helps them synthesize concepts from many units (population, economic, culture, and urban).

CR1— The course provides a systematic study of the nature of geography.

CR2— The course provides a systematic study of perspectives of geography.

CR11— The course teaches students how to use and interpret maps and spatial data.

CR9— The course teaches the use of landscape analysis to examine human organization of space.

CR3— The course provides a systematic study of population geography.

Course Outline (by unit)

- I. What is Geography? Geography—Its Nature and Perspectives **[CR1] [CR2]**
 Reading Fellman Chapter 1: Introduction: Some Background Basics
 - A. Historical development of the discipline
 - B. Defining “human geography”
 - C. Basic concepts of geography
 - D. Methods and skills of geography
 Applied Activity: Kuby, Chapter 1: “True Maps, False Impressions: Making, Manipulating, and Interpreting Maps” **[CR11]**
 - E. Thinking Geographically—Level 4 Analysis **[CR9]**
 posing and answering geographic questions—Field Study Park Meadows Mall

- II. Population Unit **[CR3]**
 Reading: The Humans in Human Geography; Reading: Fellmann, Chapter 3: “Spatial Interaction and Spatial Behavior”; Fellmann, Chapter 4: “Population: World Patterns, Regional Trends”—Key video: World in Balance: The People Paradox
 Population Research Project
 Socratic Seminar: Population Policies

A. Population Patterns

1. Factors of growth: rates and averages

Applied Activity: Kuby, Chapter 5: “One Billion and Counting: The Hidden Momentum of Population Growth”

2. Historical patterns of growth
3. Contemporary patterns and regional variations of demographic data, i.e., fertility, mortality, and health **[CR11]**
4. Demographic transition model **[CR3] [CR12]**
5. Population policies—role of women

CR11— The course teaches students how to use and interpret maps and spatial data.

CR3— The course provides a systematic study of population geography.

B. Population Distribution

1. Spatial patterns: global, regional, local **[CR10]**
2. Demographic trends: case studies
3. Spatial variations in factors of growth

CR12— The course teaches students how to use and interpret geographical models.

C. Population Movement

1. Push and pull factors of migration
2. Major voluntary and involuntary migrations
3. Contemporary migrations
4. Local migrations and activity space
5. Migration to and within the U.S.

Applied Activity: Kuby, Chapter 4: “Newton’s First Law of Migration: The Gravity Model” **[CR12]**

CR10— The course teaches spatial relationships at different scales ranging from the local to the global.

CR4— The course provides a systematic study of cultural patterns and processes.

III. Cultural Patterns and Processes **[CR4]**

Reading: Fellmann, Chapter 2: “Roots and Meaning of Culture”

Fellmann, Chapter 5: “Language and Religion”

Fellmann, Chapter 6: “Ethnic Geography”

Fellmann, Chapter 7: “Folk and Popular Culture”

A. Culture and Culture Traits

1. Defining culture: material, nonmaterial, traits, complexes
2. Cultural diffusion and change

Applied Activity: Kuby, Chapter 3: “Tracking the AIDS Epidemic: Diffusion through Space and Time”

3. Major culture regions and realms
- Socratic Seminar: Acculturation or Assimilation

B. Cultural Diversity—Four-Level Analysis for Each Topic

1. Languages
2. Religions—religion research project
3. Ethnicity
4. Popular culture/folk culture
5. Perceptions of natural hazards

C. Cultural landscapes

Applied Activity: Kuby, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales” **[CR9] [CR10]**

1. Culture and the environment
2. Culture and group identity—values and preferences

CR9— The course teaches the use of landscape analysis to examine human organization of space.

3. Culture and conflict
4. Sense of place

Field Trip: Walking trip to observe, record, map, and analyze cultural landscape on and near the school campus, such as places of worship and visible signage.

[CR9] [CR10] [CR11]

CR9— The course teaches the use of landscape analysis to examine human organization of space.

IV. Economic Systems and Patterns [CR7]

Reading Fellmann, Chapters 8–9: “Livelihood and Economy”

Fellmann, Chapter 10: “Patterns of Development and Change”

Socratic Seminars:

- Effects of development on the environment
- Agriculture

Field Study: Students, working in small groups, map and analyze a local city block or rural area (no more than one square mile) looking at industrial, commercial, or agricultural land use. **[CR9] [CR10] [CR11]**

CR10— The course teaches spatial relationships at different scales ranging from the local to the global.

CR11— The course teaches students how to use and interpret maps and spatial data.

A. Economic Structure/Development

1. Economic sectors / trends

Applied Activity: Kuby, Chapter 6: “Help Wanted: The Changing Geography of Jobs”

2. Measuring development—variations in levels of development

Applied Activity: Kuby, Chapter 7: “From Rags to Riches: The Dimensions of Development”

3. Core periphery

4. Economic and development models [CR12]

CR7— The course provides a systematic study of industrialization and economic development.

B. Agriculture and Rural Land Use [CR6]

1. Origins and spread of agriculture

2. Major agricultural regions

3. Linkages and flows of products

4. Commercial agriculture

5. Science and agriculture

Applied Activity: Kuby, Chapter 8: “Food for Thought: The Globalization of Agriculture”

CR12— The course teaches students how to use and interpret geographical models.

CR6— The course provides a systematic study of agriculture and rural land use.

C. Rural land use/settlement patterns

1. Land use models, including the von Thunen model [CR6] [CR12]

2. Energy and intensification of land use

3. Rural activity and environmental issues

D. Industrialization

1. Origins and spread of industrialization

2. Major industrial regions

3. Industrial location models [CR12]

4. Deindustrialization

5. Industrialization and quality of life

E. Global Economy

1. Trade and transportation patterns

2. Shifting patterns of production

3. Transnationals and outsourcing

4. Interdependence and competition

V. Urban Geography **[CR8]**

Reading: Fellmann, Chapter 11: “Urban Systems and Urban Structures”

—Urban Field Study—Light Rail—Littleton, Englewood, LODO

Field Trip: Class goes on a half-day field trip to a regional shopping mall and studies the arrangement of stores, parking, access routes, etc. **[CR9] [CR10]**

[CR11]

A. Patterns of Urbanization

1. Global: rates and regions
2. National: growth and decline
3. Local: urban sprawl

B. Evolution of Cities

1. Defining an urban place: site, situation, form
2. Models of urban location and structure
Applied Activity: Kuby, Chapter 9: “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy”
3. Urban hierarchies

C. Patterns within the city – Urban Field Study Lite Rail

1. Internal structure – models of cities
Applied Activity: Kuby, Chapter 10: “Reading the Urban Landscape through Census Data and Field Observation” **[CR9] [CR11]**
2. Demographic and social patterns
3. Transportation and infrastructure
4. Political organization and urban planning

D. Patterns Beyond the City

1. Megacities and conurbations
2. Suburbanization and edge cities

CR8— The course provides a systematic study of cities and urban land use.

CR9— The course teaches the use of landscape analysis to examine human organization of space.

CR10— The course teaches spatial relationships at different scales ranging from the local to the global.

CR11— The course teaches students how to use and interpret maps and spatial data.

VI. Political Geography **[CR5]**

Reading: Fellmann, Chapter 12: “The Political Ordering of Space”

A. Nations and States

1. Drawing boundaries: global, national, local **[CR10]**
Applied Activity: Kuby, Chapter 12: “Do Orange and Green Clash? Residential Segregation in Northern Ireland”
2. Effects of size and shape
3. Centripetal and centrifugal forces

B. Contemporary Political Patterns

1. Historical development of boundaries and states
2. Colonialism and neocolonialism
3. Internal order: national and subnational governance

C. Cooperation and Conflict

1. Alliances
2. Devolution/Supranationalism
3. Conflicts

CR5— The course provides a systematic study of political organization of space.

VII. Review for AP Human Geography Exam