

AP Human Geography Syllabus

Course Description

AP Human Geography is a rigorous, entry level college, 1 credit course with 10 units of study. Each unit takes an average of 2-5 weeks (1-2.5 weeks for block schedule students) to complete and includes online readings, interactive activities, threaded discussion, peer-to-peer learning, and a variety of formative and summative assessments. Although the course is structured to accommodate seat time requirements in some states, students may progress at their own speed throughout the course with the goal of completing the course and being best prepared for the May Advanced Placement Exam.

Additionally, interactive assignments are included in each unit/module to challenge student abilities on the following tasks:

- critically observe human systems
- study and evaluate case studies
- develop and conduct well-developed analysis of cultures, peoples and their environments.
- analyze and interpret data , including appropriate statistical and graphical presentations
- think analytically and apply concepts to the solution of geographic problems
- make conclusions and evaluate their quality and validity
- propose further questions for study
- communicate accurately and meaningfully about observations and conclusions

Human Geography is by nature an interdisciplinary course. The units/modules are organized around the topics of population, migration, culture, language, religion, ethnicity, political geography, urban structures and land use, political structures, agricultural systems and land use and industrialization and economic development.

Throughout the course, students are given the opportunity to participate in critical thinking exercises which require research, analysis and presentation. Lessons, written with a global perspective in mind, enable students to collaborate with students around the world on projects, presentations, and assignments. Students develop 21st century skills, including cross-border perspectives and solutions, and apply “tangible” skills such as language proficiency as well as skills that are less tangible, including greater sensitivity to cultural differences, openness to new and different ideas, and the ability to adapt to change (as stated by the Partnership for 21st Century Skills). Career connections are built into each module.

This course is designed to be **highly teacher facilitated by certified teachers that have attended College Board trainings in the area of Advanced Placement Human Geography**. Students have opportunities for oral examinations, discussions, and whiteboard interactions. Additionally, teachers conduct online synchronous Blackboard Collaborate sessions that require critical thinking and analysis.

In addition, this course is accompanied by an online tutorial and review that uses released AP Exams. Students are given systematic and timed practice for all portions of the exam. Students receive specific feedback on progress and mastery levels on the practice exams in effort to better prepare themselves for the Advanced Placement exam in May.

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Course Goal

Students will seek to master the practical concepts and applications of an entry college level human geography course in accordance with the College Board AP Human Geography guidelines. Likewise they will be prepared to take the College Board AP test in May.

At the conclusion of the course, students will be able to:

- Define human geography as a discipline that helps them understand the patterns and processes that have shaped the human understanding, use, and alterations of the Earth's surface.
- Discuss the changing interconnections among places focuses on people in their spatial patterns, their cultural variations, spatial systems and human-environmental interrelationship.
- Analyze and studies how culture and basic needs affect all human interaction.
- Understand how the concept of diffusion and movement is a key concept in understanding how cultural traits move through time and space, and in turn change and shape population.
- Define the regions and evaluate the regionalization process and changes occurring at the local and global level
- Examine land use and its variations from the geographical perspective
- Examine and evaluate the basic economics concepts and its impact on people, resources and economic development at the local, regional and global level.
- Evaluate how and why political patterns reflect ideas about how Earth's surface should be organized and affect a wide range of activities and understanding.
- Understand the theories of urban development and the relationship of city-structure to geography and vice-versa.

Learning Outcomes

At the end of this course the student will have a solid understanding of the patterns and processes that have shaped the human understanding, use, and alterations of the Earth's surface. Students will know how to analyze maps and spatial data sets. They will be able to define the regions and evaluate the regionalization process that is happening at a global level. Emphasis will be placed on the dynamic nature of geography, the development of analytical skills, and the application of geographical concepts.

Textbooks for class consultation:

Rubenstein, James. *The Cultural Landscape: An Introduction to Human Geography*, 10th edition. 2010. Prentice Hall.

Pearce, Margaret. *Exploring Human Geography with Maps Workbook*. W.H. Freeman Publishing. <http://www.whfreeman.com/?isbn=9780716749172>.

Fellman, Jerome et all. *Human Geography: Landscapes of Human Activities*, 10th edition 2010. Mc Graw Hill.

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Supplementary Websites

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Discovery Education: <http://www.discoveryeducation.com/> (Course videos are clips)

Kaiser Family Foundation: <http://www.globalhealthfacts.org/>

Migration Policy Institute: <http://www.migrationinformation.org/>

National Geographic: <http://www.nationalgeographic.com/>

The UN Cyberschoolbus: <http://cyberschoolbus.un.org/>

UN Development Reports: <http://hdr.undp.org/en/>

US Census Bureau: <http://www.census.gov/population/international/>

USA.gov: <http://www.usa.gov/>

World Data Bank: <http://data.worldbank.org/country>

Yale Divinity School Library: <http://guides.library.yale.edu/freeweb>

Resources

Required reading texts are included within the course as lectures, PowerPoint presentations, internet resources, and course outlines. This is a self-contained curriculum developed using the approved and recommended bibliography by the College Board. (See above) Topics included are in compliance with the College Board AP guidelines and recommendations. All required and recommended reading is linked appropriately within each scheduled lesson in accordance with copyright law.

Course Prerequisites

There are no prerequisites for this course, but strong reading and writing skills are recommended.

Assessments

Assessments are conducted and submitted online in compliance with accreditation standards. Assessments are created using all 6 levels of Webb's Depth of Knowledge Levels, but primarily focused on strategic and extended thinking and will incorporate various learning styles, so students are challenged to learn at all levels. Assessment questions appear in a variety of formats: true/false, define/identify, multiple choice, map identification and analysis, map creation

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activities, multiple answer, journal reflections, individual discussion-based with instructor, Free-Response Questions (including released AP exam questions), and projects. Assessments are comprehensive of the lesson content and many are conducted in a timed online environment.

Course Long Plan

Course Outline

Each module of study contains the following:

- College Level Readings
- Supplemental Online Readings
- Map and Data Analysis Sets
- Interactive Mapping Activities
- Reflection Activities (Geo Journal)
- Interactive Online Activities
- Threaded Discussion
- Discussion-based (oral assessment)
- Case Studies
- AP Exam Preparation Test Taking Skill Builders
- Formative and Summative Assessments

---Semester 1--- (16-18 Weeks)

Module 1 – What is Human Geography? Estimated Timeframe: 3 weeks (1.5 for block schedule)

In this module students will study the nature of geography that will allow them to fully comprehend the new concepts of Human Geography. At the end of the module, the student will have the tools that will allow them to locate places in a map, to read accurately any type of map, to analyze human activities in relation to their spatial patterns, their cultural variations, spatial systems and human-environmental interrelationship.

- **The main themes and topics** covered in module 1 include activities on:
 - The Earth's Structure
 - Landforms and Climates
 - Resources
 - Location: Absolute, Relative
 - Place -- What makes a place different from other places? Site, Situation.
 - Human-environment interaction: Environmental Determinism, Possibilism
 - Movement
 - Spatial Distribution: density, dispersion and pattern
 - Spatial Interaction: accessibility and connectivity.
 - Direction and Distance (bias)
 - Regions:
 - Functional, Formal, Perceptual
 - Maps: mapping as a basic tool to record spatial data and to identify and analyze regions. They will understand and apply the concepts of:

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- Scale
- Projection
- Globe Grid
- Kinds of Maps: Thematic, Cartograms, Statistical, Dot, Choropleth, Isoline, Mental

Essential Questions

- How do maps represent different perspectives of Earth?
- How do people's actions affect the environment in which they live?
- How is the study of human geography relevant to everyday life and decision making?
- Is geography destiny? How does the environment impact societies?
- Through what lens do geographers view the world, and what skills are needed to develop that lens?
- What is a spatial perspective, and how can it be applied to better understand phenomena and places on Earth?
- What themes do geographers use to explain and analyze phenomena and places on Earth?
- What tools do geographers use in the practice of their craft?
- Why are different places similar?
- Why are some map types more effective than others at representing specific information about Earth?
- Why are some map types more effective than others at representing specific information about Earth?
- Why are some places similar?
- Why is human geography a relevant field of study?

Essential Terms

Absolute location	Environmental determinism	Immigrant
Cardinal directions	Environmental Geography	Latitude
Cartography	Environmental perspective	Longitude
Cognitive maps	Ethnic Groups	Map scale
Compass rose	Expansion diffusion	Map scale
Conical projection	Formal regions	Megacities
Contagious diffusion	Functional regions	Mental maps
Cultural diffusion	Global village	Meridians
Cultural landscape	Globalization	Migration
Cultural region	GPS	Movement
Culture	Hearth	Non-ecumene
Cylindrical projection	Hierarchical diffusion	Pandemic
Economic diffusion	Human features	Parallels
Ecumene	Human geography	Perceptual regions
Elevation	Immediate directions	Physical features
Emigrant		Physical geography
		Planar/azimuthal projection
		Possibilism

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Projection
Push-pull factors
Reference maps
Relation location
Relative scale
Relocation
diffusion

Rural
Simplification
Spatial
organization
Spatial perspective
Stimulus diffusion
Thematic maps

Toponyms
Transnational
Trilateration
Urban

▪ Readings

- Required reading: Module 1, Florida Virtual School APHG course V10.

▪ Ancillary Resources

- Interactive videos timelines: evolution of geography, change over time,
- Case Study: Ireland Potato Famine
- Interactive maps: for location, movement, region, place, types of maps.
- Interactive maps: GIS and GPS Technology
- Videos: Latitude and Longitude Defined
Effects of Global Warming in Alaska
British Columbia: Pacific Gateway
Accents and Expressions
The Nile and Egyptian Architecture
The Function of the Aswan Dam
Displacement of the Nubians
- **Activities:** students will have to complete a variety of activities including: diagnostic test, vocabulary activities, Geo-Journal activity (formal regions), map analysis, GPS and Location activity, reflection essays, self check quizzes, geography application assignment, one-on-one discussion based assessment, case study: push and pull factors, FRQ practice activity: “Global Village”, exam prep multiple choice, analyze two maps of student’s community. Identify evidence of cartographer’s choices and evidence of problems with land use, create a Spatial Perception Model

Collaborative Extension Project: Using and Interpreting Maps

- Locate two maps to compare.
- Find maps that fit in one of the following categories: Two maps of a region from different time periods
- Two maps of a region that show the same region using different projections
- Two maps of a region that show different political boundaries
- Two maps of a region that show different themes (ex: population map and migration map)
- Two maps of a region that are designed by different cartographers or nationalities

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2. For each map, create a Map Lab Observation Chart in which you record the map title, map scale, map elements, missing elements, map purpose, and any cultural perspectives or biases of the cartographer.
3. Consider the following Map Lab Analysis Questions.
 - What are the advantages and disadvantages of each map?
 - How does studying the maps together increase your knowledge of the region versus using only one map?
 - What conclusions can you make about the region based on your map study?
 - If you were a cartographer commissioned to create a map of this region, what information would you include and what information do you feel is missing from the maps you have viewed and why?

▪ **Module 2: Population** **Estimated Timeframe: 3 weeks (1.5 weeks for block schedule)**

In this module the students will learn and apply the concept, theories and models of population and population growth.

- **The main themes and topics** covered in module 2 include activities on:
 - Population Definitions: Birth rates, fertility rates, death rates, natural increase, doubling times
 - Population Pyramid: gender, dependency ratio, developed and developing nation comparisons
 - Demographic transition model: Europe and developing nations model.
 - Population Momentum
 - World population distributions and density.
 - Population controls: Malthus, Neo-Malthusians, Cornucopians

Essential Questions

- How do geographers measure, track, and predict population changes?
- How have different societies responded to issues regarding population growth?
- Is geography destiny?
- What causes populations to grow, decline, or remain steady?
- What impact do population trends, such as population growth or population distribution, have on regions?
- Why are some areas of the world more desirable places to live than others?
- Why is population growth an issue that matters to societies?

Essential Terms

Aftershocks
Agricultural density
Agricultural Revolution
Baby boom
Baby bust
Bulge

Anti-natalist policies
Arable land
Arithmetic density
Census
Cohort
Cornucopians

Arithmetical rate

Crude birth rate (CBR)
Crude death rate (CDR)
Demographic

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Demographic transition model
Demography
Dependency ratio
Doubling time
Epicenter
Exponential rate
Fault line
Floodplain
Gaps
GDP per capita
Gender empowerment

Industrial revolution
Infant mortality rate (IMR)
Life expectancy
Literacy rate
Natalist policies
Natural increase rate (NIR)
Negative population growth
Neo-Malthusian
Overpopulation
Physiological density
Population density

Population distribution
Population pyramid
Pro-natalist policies
Silt
Storm surge
Technical vocabulary
Tectonic plates
Total fertility rate (TFR)
Tsunami
Zero population growth

▪ Readings

- Required reading: Module 2, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive: Population pyramids, population maps, world life expectancies
- Interactive Demographic Transition model
- Interactive maps: Analyzing Global Population Density
- Debate: Reliability of Population Theories
- Case Study: Apply Demographic Transition Model to a Nation
- Video: Haiti's Killer Quake: Why it Happened

Sample Activities: students will have to complete a variety of activities including: vocabulary activities, map analysis activities, population chart and graph analysis, Geo-Journals (demographics: population and place, demographic transition model activity, Neo-Malthusians and Cornucopians), case study: The Red River Floods, self check quizzes, geography application assignment.

Collaborative Extension Projects

Population Statistics

1. Students will complete an uncompleted chart on population data.
2. Explain possible reasons for the differences between the population data for Pakistan (infant mortality, total rate of fertility, life expectancy, and natural increase rate) and the same data for Spain.
3. Based on the numbers given for Pakistan and Spain, predict what the missing data will be for Indonesia, the Philippines, Kazakhstan, the United Kingdom, and Australia. Predictions don't need to be exact but can be given in ranges (*between one and two, or between 60 and 70*).
4. Choose any two of the nations shown in the table and suggest public policies that would affect the data you predicted, giving reasons for your suggestions.

Create a presentation that explains what you have learned. Remember, your presentation must answer all of the questions from Step 3.

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1. Slide Presentation
2. Essay
3. Weblog (blog)
4. Podcast
5. Video

and

Population Pyramids

Choose one country from each of the three categories. Each category represents a country with a certain type of population growth.

Category 1

Denmark
Finland
France
Iceland
Netherlands

Category 2

Kenya
Iraq
Malawi
Samoa
Uganda

Category 3

Bulgaria
Hungary
Latvia
Poland
Russia

Now that you have chosen a country from each category, locate demographic data for each country from [The World Factbook](#) and use that data to construct a population pyramid.

After you construct your three population pyramids, respond to the following questions:

1. Compare the data of the three countries. How are they similar? How are they different?
2. In this lesson, you studied countries with various types of population growth. Based on the information in the lesson and what you learned from the assessment, what conclusions can you draw about the characteristics of rapidly growing countries, countries with moderate growth, and shrinking countries?
3. Based on the data in your pyramid, what might you expect the pyramid to look like in five years? In 10 years? In 50 years?
4. Use the population pyramids to make predictions about each country's future. What problems might each country face if its population trends continue?
5. What are the implications of each type of pyramid structure?
6. Think about the demographics of your town or state. What shape do you think a population pyramid of your town or state would have and why?

You have several choices for presenting your responses to the questions from Step four.

- Slide Presentation
- Essay
- Weblog (blog)
- Podcast
- Video

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• **Module 3: Movement**

Estimated Timeframe: 3 weeks (1.5 weeks for block schedule)

In this module the students will learn the basic geographical concepts and perspectives of movement and people of ideas including the demographic transition model, migration patterns and residential mobility. Likewise the student will apply such concepts and theories to migration and immigration to case studies.

- **The main themes and topics** covered in module 3 include activities on:
 - Basis of Interaction: Complementarity, Transferability and Intervening Opportunities.
 - Measuring interaction concepts: Distance decay, Gravity Concept, Potential Model
 - Information and Perception
 - Migration: Main migration patterns, Push-pull factors, Types of Migration, Globalization, forced migration.
 - Residential Mobility
 - Displacement: causes and types

Essential Questions:

- How are intervening opportunities related to push-pull factors?
- How do migrants affect the regions they enter?
- How do migrants affect the regions they leave and the regions they enter?
- How is complementarity related to push-pull factors?
- What are the characteristics of people who migrate?
- What characteristics of a region influence migration?
- What effect might locational pull factors have on migration distance when intervening opportunities are present?
- What factors might force people to migrate?
- What is it about a region that influences migration?
- What role do migrants play in cultural diffusion?
- Who migrates?
- Who moves?
- Why do immigrants come to the United States?
- Why do people move?

Essential Terms:

Acculturation
Anglo-Celtic
Bible Belt
Brain drain
Brain gain
Breadbasket
Bright flight
Chain migration
Complementarity
Conflict-induced displacement
Counter migration

Assimilation
Asylum
Distance decay
Emigration
Environmental degradation
Ethnic enclave
Forced migration
Friction of distance
Gentrification
Gravity model of migration

Hearth
Hierarchical diffusion
Host country
Human trafficking
Immigration
Internal displacement
Internal migration
Internally displaced persons
International migration

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Interregional migration
Intervening opportunity
Intraregional migration
Jim Crow Laws
Melting pot theory
Migration
counterstreams
Migration selectivity
Migration streams
Multicultural
Native country
Net migration

Push-pull factors
Quantitative data
Quota
Ravenstein's "laws" of migration
Refugee
Relocation diffusion
Remittance
Repatriation
Return migration
Rust Belt
Salad bowl theory

Soviet
Spatial interaction
Step migration
Suburbs
Sun Belt
Taliban
Transferability
Undocumented alien
Voluntary migration
White flight

▪ Readings

- Required reading: Module 3, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive: spatial interaction, migration maps,
- Interactive Demographic Transition model
- Interactive maps and activities related to movement
- Case study: The Lost Boys
- Videos: Personal Costs
Cities and Suburbs
Rural-Urban Rush
Populations Old and New
Immigration: The Key to History
Listening to a Blues Selection

Sample Activities: students will have to complete a variety of activities including: vocabulary activities, Geo-Journal (Ravenstein's Law, internal and international migration, magnet & sticky states), self check quizzes, geography application assignment, one-on-one discussion based assessment, quiz, exam, FRQ: immigration, research brief on an example of recent forced migration

- Web 2.0 Tool- Create Global Migration Blog
- Cause and Effect Chart: Forced Migration
- Analyze Trends in Modern Migration to the United States including impact on the cultural fabric of the U.S.
- Create Family Migration Map

Collaborative Extension Project:

Migration

To get a personal perspective on the importance of internal migration and its effects, you will construct a personal migration map accompanied by a narrative account of one family's experiences.

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1. Gather information through an interview. Prepare a set of questions that will help you trace the family's migration history, including instances of internal migration. Specifically address the types of immigration (internal or international), the characteristics of the immigrants (age, sex, and economic and family status at the time), reasons for the migration, where the migrants settled (Was it an ethnic enclave?), the existence of chain migration, and intervening obstacles in the migration process.
2. Prepare a map that is illustrated and annotated with the names of towns and cities of the migration and include arrows to indicate movements, dates for moves, and basic push-pull factors (such as job opportunities) that prompted migration. Organize the information you will use to present a narrative account of the migrations. Note that your narrative should also address what types of social, cultural, economic, and political effects each step in the migration had.
3. Select a way to present a narrative account of the family's migrations. You have several choices for presenting your narrative.
 1. Slide Presentation
 2. Essay
 3. Weblog (blog)
 4. Podcast
 5. Video

- **Module 4 – Culture and Language Estimated Timeframe: Estimated Timeframe: 2 weeks (1 week for block schedule)**

The main themes and topics: in this module students will learn how cultural traits, with emphasis on language, move through time and space, and in turn change and shape population. Students will have an understanding of the concepts of ethnocentrism and racism, and the origin of conflict and separatists groups based on cultural traits, specifically language.

- **The main themes and topics:** in module 4 include activities on:
 - Ethnicity, ethnic diversity and the changing immigration streams to multiethnic Anglo America.
 - Acculturation and the persistence of ethnic clusters and identities in Anglo America and elsewhere.
 - Anglo American hearths and folk buildings traditions
 - Nonmaterial folk culture: foods, music, medicines and folklore.
 - Folk regions and regionalism
 - The nature and patterns of popular culture
 - Diffusion and regionalism in popular culture.
 - Anglo America and world urban ethnic diversity and patterns of segregation.
 - The landscape patterns and residues of ethnic diversity
 - Classification, spread and distribution of world languages
 - Language standards and variations, from dialects to official tongues.
 - Cultural identity and cultural landscape

Essential Questions

- Does folk culture or global culture have a stronger influence?
- How has globalization shaped world cultures?

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- How is language a product of place and time?
- What cultural characteristics make a place or region unique?
- What forces encouraged assimilation and acculturation?
- What have been the benefits of assimilation and acculturation?
- What is culture?
- What makes a place or region unique?
- What role does language play in culture?
- Why are different places similar?

Essential Terms

Acculturation	Family tree	Multilingual
Anatolian theory	Folklore	Multilingual
Artifacts	Folkways	Natural language
Assimilate	Folk culture	Nonmaterial culture
Assimilation	Formal region	Official language
Autonomy	Functional region	Pidgin
Censorship	Globalization	Popular culture
Contagious diffusion	Hierarchical diffusion	Propaganda
Creole	Homogeneous	Proto-language
Cultural complex	Kurgan theory	Relocation diffusion
Cultural realm	Language family	Sociofacts
Cultural region	Language isolate	Stimulus diffusion
Cultural traits	Language subfamily	Subcultural language
Cultural system	Lingua	Syncretism
Daughter language	Lingua franca	Syntax
Dialect	Mass media	Vernacular region
Dialect	Material culture	
Expansion diffusion	Mentifacts	

▪ Readings

- Required reading: Module 4, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive: McDonalds in the world, Cultural Traits
 - Interactive Cultural Maps
 - Interactive World Language Maps
 - Case study: Censorship in Iran
 - Debate: Should English be the official language of the United States?
 - Videos: Non-traditional African Music and Dance
- **Sample Activities:** students will have to complete a variety of activities including: vocabulary activities, create a time capsule for a cultural area, Geo-Journal activities (government restrictions and Iran, position statement on English as the official language in the U.S.), self check quizzes, geography application assignment, quiz, exam, one-on-one discussion based assessment, released FRQ 3, 2010 scoring activity

Collaborative Extension Project

Pop Culture

1. First, you will research TV shows to find out how the portrayal of the average American family has changed over time. You will need to find four clips from television shows: one from the 1950s or 1960s, one from the 1970s, one from the 1980s or 1990s, and one on today. You can select from the list below or use TV shows of your choosing:
 - 1950s and 1960s: *I Love Lucy*, *Father Knows Best*, *Leave It to Beaver*
 - 1970s: *The Brady Bunch*, *All in the Family*, *Good Times*
 - 1980s and 1990s: *The Cosby Show*, *The King of Queens*, *Everybody Loves Raymond*
 - 21st century: *Modern Family*, *Parenthood*

Use Web 2.0 to create a presentation that includes the four clips you found and that answer the following questions:

1. How do television shows reflect the way of life for American families? Give concrete examples from each show that demonstrate the popular culture of the time. This can include any of the following examples: forms of entertainment, fashion or what was considered appropriate dress, music, fads, homes, food, education, sports, daily routines, means of communication, and popular sayings or phrases.
2. Based on your analysis of the shows, how has popular culture changed over time? What has remained the same?
3. What role do you think television plays in the transmission of popular culture? How have TV shows affected pop culture in the United States and elsewhere?
4. How do television shows reflect the influence of globalization? Provide examples from the clips that show the influence of cultural exchange of different cultures on U.S. society or the impact of U.S. society on other cultures?

▪ **Module 5 – Religion** Estimated Timeframe: 3 weeks (1.5 weeks for block schedule)

In this module students will apply the basic geographical concepts of location, movement and culture to the study of the major religions in the world. In addition they will learn the implications of religious conflict in the global scene.

- ### ▪ **The main themes and topics:** in module 5 include activities on:
- The cultural significance and role of religion.
 - Classification and distributions of world religions.
 - Origins, nature and diffusion of Judaism, Christianity and Islam, Buddhism and Hinduism
 - Cultural significance and placement of minor religions
 - Religious conflicts: causes and consequences.

Essential Questions

- How do the principles of a religion influence environmental interaction?
- How does the environment influence the practice of religion?

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- What impact does geography have on religious conflict?
- What is the difference between universalizing and ethnic religions?
- What is the relationship between religion and place?
- Why do some religions merge with others and other religions fight one another?
- Why do some religions spread throughout the world while others remain local?
- Why does a geographer look at religion when considering human-environment interaction?

Essential Terms

Abrahamic	Gurdwara	Proselytizing
Animism	Guru	Protestant Church
Ascetic	Hajj	Qur'an
Audience	Henotheistic	Region
Australasia	Hierarchical diffusion	Religion
Ayatollah	Hijab	Religious landscape
Baha'i	Imam	Relocation diffusion
Bibliography	Interfaith	Relocation religion
Brahman	Intrafaith	Roman Catholic
Branch	Jewish Diaspora	Sect
Caliphs	Karma	Shaman
Caste	K-W-L chart	Shamanism
Ch'i	Laicite	Sharia law
Cosmogony	Megachurches	Shintoism
Critical analysis	Missionaries	Shiva
Denomination	Monotheistic	Sikhism
Dharma	Monotheistic religion	State
Diffused	Mosque	Syncretic religions
Eastern Orthodox	Muslim	Taoism
Ethnic group	Nation	Temple
Ethnic religion	Old City	Theocracy
Ethno-religious group	Papal	Universalizing religion
Feng shui	Pilgrims	Vishnu
Four Noble Truths	Point of origin	Yin and yang
Fundamentalism	Prophet	

▪ Readings

- Required reading: Module 5, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive: McDonalds in the world, Cultural Traits
- Interactive Religion location and diffusion maps and time lines
- Interactive Geographer vies of religion: Religion and the Environment
- Case study: Santeira, Aminimistic religions
- Videos: A Brief History of the Conflict (Israel)
Catholicism and Voodoo: A Spiritual Profile
Hinduism
The Caste System

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World of Faith: Sikhism: The Golden Temple (The 5 Ks Found)
Arlington National Cemetery
Arab & Jew: Return to the Promised Land

- **Sample Activities:** students will have to complete a variety of activities including: vocabulary activities, review of a position paper: *Is Islam a peaceful religion or a radical religion?*, Geo-Journal activities (Christianity, Islam, Buddhism, Hinduism, Sikhism, Baha'i, animism, and syncretic religions), self check quizzes, one-on-one discussion based assessment, geography application assignment, position paper: *Which religion has had the most global impact?*, 2002 released FRQ questions, exam

Position Paper Project

Read the questions below and choose **one** question to answer in your position paper.

- How significant is the diffusion of religion in shaping place?
- Does every religion have the potential to become a global religion? Or are some religions destined to remain local?
- Which influence is stronger: religion's influence on the environment or the environment's influence on religion?
- How significant is regional geography as a cause of religious conflict?
- Choose two world religions. Imagine that 1 million adherents of one religion and 1 million adherents of the other religion moved within the borders of the same country. How high would the level of religious conflict be in the country given your knowledge of the religions' past interactions and understanding of the religions' belief systems?

Include:

- a title page
- a two- to three-page paper
- a works cited/bibliography page

Module 6 –Ethnicity and Gender Estimated Timeframe: 2 weeks (1 week for block schedule)

In this module the student will learn the differences and relationships between race, ethnicity and nationalities as well as the relationship between gender, ethnicity and culture. Likewise they will be exposed and analyze the major global ethnic conflicts.

- **The main themes and topics** in module 6 include activities on:
 - Ethnicity and race
 - Ethnic clusters, Ethnic diversity and patterns of segregation.
 - Gender and culture: controls and identity
 - Gender and the economy: gender gaps and inequalities
 - Ethnic cluster is North America and Charter groups
 - Ethnic conflicts

Essential Questions

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- Are there geographic similarities among the regions where ethnic conflicts occur?
- How do ethnic groups impact the cultural landscape?
- How do gender roles vary according to culture?
- How do geography and migration affect the formation of individual and cultural identity?
- How does geography affect the opportunities and life course of different genders?
- What are the causes and effects of ethnic conflict?
- What factors impact the migration and distribution of ethnic groups?
- What role does geography play in the formation of individual and cultural identity?
- Why do some ethnicities become nationalities?

Essential Terms

Acculturation	Ethnicity	Matrilineal
African American	Ethnocentrism	Minority population
Apartheid	External controls	Nationality
Asian	Gender	Naturalized citizen
Assimilation	Gender gap	North Atlantic Treaty
Barrioization	Gender-related	Organization (NATO)
Chain migration	Development Index (GDI)	Patriarchal societies
Charter culture	Gender roles	Physical anthropologist
Charter group	Gender stereotypes	Prejudice
Citizenship	Genocide	Primary school
Communist	Ghetto	Race
De facto segregation	Ghettoization	Racism
De jure segregation	Hispanics	Secondary school
Democratic:	Human Genome Project	Segregation
Discrimination	Integrated community	Separatism
Egalitarian societies	Internal controls	Separatist group
Ethnic Cluster	Line of descent	Sex
Ethnic conflict	Maternal Mortality Rate	Sovereignty
Ethnic enclave	(MMR)	United Nations (UN)
Ethnic group	Matriarchal societies	

▪ Readings

- Required reading: Module 6, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive: race and ethnicity
- Interactive genocide and separatism
- Interactive Geographer: Impact of ethnicity on space
- Interactive: Ethnic migration
- Interactive maps: ethnic conflicts
- Case study: Apartheid
- Case Study: Women Issues and HIV
- Videos: Exploration and Colonization
Civil War in Yugoslavia

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Rich and Poor: Exploring the Differences in North and South Korea
Al'Queda After 9/11: Jema'ah Islamiyyah
An Unfinished Nation: The Collapse of Peace (A New World Order)
The House of Representatives

Sample Activities: students will have to complete a variety of activities including: vocabulary activities, Geo-Journal activities (race and ethnicity,), self check quizzes, geography application assignment, quiz, FRQ Human Geography, FRQ gender and culture, one-on-one discussion based assessment, create map of ethnicity and nationality map of your community, exam

Collaborative Extension Project

1. Choose three people from your community to participate in the interview. Your participants may be close friends, family members, or neighbors. They should be people who know you and are comfortable being interviewed by you.
2. Review the following questions that you will ask your interviewees.
 1. Where were you born?
 2. How long have you lived in your current town? Where else have you lived?
 3. What is your nationality (American, Japanese)?
 4. How would you describe or identify your ethnicity? What are some events and/or traditions that you participate in that highlight your ethnic heritage?
 5. Which cultural affiliation do you consider most important to you personally: ethnicity or nationality? Why do you consider it most important?
3. Prepare at least three follow-up questions for your interviewees.
4. Schedule a time to meet with each of your interviewees.
5. Ask the interview questions listed above as well as any that you have prepared. You may need to be flexible and reword the questions or ask the interviewees to give more specific examples to explain their answers. Remember that all questions should be respectful of the individual. Record their answers in your Geo Journal.
6. Create a chart to record your findings (it should look similar to the chart below :)

	Ethnic Group	Ethnic Group	Regional Group	Reason for Identification
Name #1				
Name #2				
Name #3				

7. Reflect upon the answers of the interviewees and look for common threads or themes.
 - o Which factors do you think have the greatest influence on the formation of one's identity?
 - o Summarize the conclusions that you have drawn based on this sampling of interviewees.
 - o Give specific examples to support your conclusions.
 - o Write your conclusions in a two-paragraph response.

****Segment I Exam****

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(Multiple Choice and FRQ questions)

---Semester 2--- (16-18 Weeks)

Module 7 Political Geography

4.5 weeks (2.25 weeks for block schedule)

In this module the student will learn that political patterns reflect ideas about how earth's surface should be organized and affect a wide range of activities and understanding.

- **The main themes and topics** in module 7 include activities on:
 - National political units: geographic characteristics and boundary concerns
 - Nationalism and projection of power: Centripetal and centrifugal forces
 - Local and regional political forms: representation and fragmentation
 - Natural/physical boundaries
 - Cultural boundaries
 - Geometric boundaries
 - Drawing boundaries
 - Law of Sea
 - International political system: the U.N, maritime law and regional alliances.
 - Electoral Geography: Gerrymandering, Internal boundaries (gender), Census and reliability

Essential Questions

- How are societies organized into political units?
- How do demography and political geography interrelate?
- How do forces work to unify or divide a state's regions and people?
- How do physical features affect the political and economic activities within a state?
- How do political alliances affect governments and people on regional and global levels?
- How does geography affect political power and economic development?
- How does geography affect political power?
- How does governmental structure affect a country's distribution of power?
- How has conflict affected political boundaries?
- How has nationalism shaped political boundaries, alliances, and conflicts?
- How have imperialism and colonialism impacted the development of the modern state?
- How have imperialism and colonialism shaped political boundaries, alliances, and conflicts?
- How have political conflicts shaped the modern world?
- In what ways do centripetal forces and centrifugal forces affect the viability of a state?
- What are the geographic and political impacts of irredentism, devolution, and dissolution on a region?
- What are the similarities and differences between terrorist organizations and terrorist individuals?
- What forces influence the government and relative power of a state?
- What influence does electoral geography have on human activities?
- What is a superpower and how does it impact an international alliance?
- What is the relationship between geography and terrorism?
- What is the relationship between nationalism and geography?
- What spatial patterns can be found in the distribution of power?

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- Why do geographers study political geography?
- Why do people divide land into distinct political units?
- Why do societies organize into political units?
- Why do terrorist organizations exist?
- Why is there a need for cooperation among states?

Essential Terms

Administration	Dissolution	Neocolonialism
Alliance	Domino theory	North Atlantic Treaty
Allied Forces of World War I	Economic alliance	Organization (NATO)
Allocational boundary disputes	Economy	North American Free Trade Alliance (NAFTA)
Annexation	Elongated state	Operational boundary disputes
Antecedent boundary	Empire	Organization of Petroleum Exporting Countries (OPEC)
Apportionment	Environmental alliance	Partitioned
Authoritarian	Ethnicity	Perforated state
Balkanization	Ethnocentrism	Physical boundary
Balkans	European Union (EU)	Political alliance
Berlin Conference	Excess vote	Political boundary
Bloc	gerrymandering	Political enclave
Buffer zone	Federal	Political exclave
Capitalist	Federalism	Political geography
Census	Fragmented state	Prorupted state
Centripetal force	Geometric boundary	Protectorate
Centrifugal force	Gerrymandering	Reconnaissance
Cold War	Globalization	Redistricting
Colonialism	Governability	Regional alliance
Colony	Gross domestic product (GDP)	Regionalism
Communist	Heartland theory	Relic boundary
Compact state	Imperialism	Reunification
Confederation	Infrastructure	Rimland theory
Consequent boundary	Irredentism	Satellite states
Containment policy	Jihad	Scramble for Africa
Cultural boundary	Kyoto Protocol	Secede
Definition	Landlocked state	Self-determination
Definitional boundary disputes	Locational boundary disputes	Separatism
Delimitation	Majority-minority district	Shantytowns
Demarcation	Mercantilism	Shatterbelt
Democratic	Microstates	Shatterbelt theory
Democratization	Military alliance	Social contract theory
Demographers	Multiethnic state	Sovereignty
Demographics	Multilateralism	Soviet Union
Dependency theory	Multinational state	Sphere of influence
Desertification	Nation	Stacked gerrymandering
Devolution	Nationalism	State-sponsored terrorism
Diplomacy	Nationality	
	Nation-state	

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Strategic Defense Initiative
Subcontinent
Subnationalism
Subsequent boundary
Superimposed boundary
Superpower
Supranationalism

State
Stateless nation
Synthesize
Territorial morphology
Terrorism
The Maastricht Treaty
Transnational

Unitary
United Nations (UN)
Warsaw Pact
Wasted vote
gerrymandering

- **Readings**

- Required reading: Module 8, Florida Virtual School APHG course V10.

- **Ancillary Resources:**

- Interactive: Political Maps
- Interactive maps: types of boundaries
- Case Studies: Boundary Conflicts Korea,
- Case study: Irredentism and Devolution: Kashmir and the United Kingdom

Sample Activities: students will have to complete a variety of activities including: diagnostic test & reflection, Geo-Journal activities (political cartoon analysis: imperialism, link between geography and terrorism, rationale to join or not join UNASUR), self check quizzes, geography application assignment, quiz, state creation profile with mapping and demographics, FRQ: boundaries, FRQ: political systems, redistricting writing assignment, exam

Collaborative Extension Project

Centripetal and Centrifugal Forces

- Choose three questions from the interactive to focus on in this assignment.
- Imagine that you have to explain to a classmate how to arrive at the correct answer for each question you chose. How would you describe your reasoning to him or her? For each of the three questions you chose, answer the questions below. Write your answers to the questions as if you are addressing a classmate.
- What is the question asking you to identify?
- What is the correct response? Why is this choice the best answer to the question?
- Read each distractor. What makes each distractor incorrect?
- How could you rewrite each distractor to make it a correct choice?

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Module 8 Agriculture and Land Use

4 weeks (2 weeks for block schedule)

In this module the student will learn the impact of agriculture in the geographical landscape and human livelihood. They will understand the different theories and models used to analyze the use and value of land.

The main themes and topics in Module 8 include activities on:

- Classification of productive activities and economies.
- Types and prospects of subsistence agriculture.
- Von Thunen's Model of agricultural land use
- Commercial agriculture: controls and specialization.
- Non farming primary activities: fishing, forestry, trapping, mining.
- Trade in primary products.
- Green Revolution

Essential Questions

- How are regions interdependent for food production?
- How can countries balance the need to increase food supply and the need to conserve resources
- How does a state's economic level of development determine global agricultural regions?
- How has the way societies use land to provide food and resources changed over time?
- How have diffusion and globalization changed global food supply?
- How is the world's food supply distributed and why?
- Is geography destiny- how does the type of agriculture practiced in a region affect the living conditions and use of space within the region?
- What factors determine how humans organize agricultural production?
- What factors determine how humans organize agricultural spaces?
- What factors impact global food production and distribution? (Cultural, economic, and social factors)
- What geographic, cultural, or economic factors impact agricultural land use?
- What are the impacts of biotechnology on agriculture and society?
- What impact has large scale agriculture had on the environment?
- Where does our food supply come from? (Agricultural regions)
- Why did societies develop agriculture and domestic animals?

Essential Terms

Agribusiness
Agricultural hearth
Agricultural region
Agriculture
Animal domestication
Biodiversity
Biotechnology
Cash crop
Climatic region
Columbian Exchange

Commercial agriculture
Commercial gardening
and fruit farming
Corporate farm
Crop rotation
Dairy farming
Deforestation
Desertification
Domesticate
Double cropping

Extensive agriculture
Factory farm
Factory farming
Food security
Fossil fuels
Genetic modification
Genetically Modified
Organisms (GMOs)
Green Revolution
Grain farming

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Hectare	Monoculture	Seed planting
Herding	Neolithic Agricultural	Selective breeding
Horticulture	Revolution	Shifting cultivation
Hunter-gatherer	Organic farming	Slash-and-burn agriculture
Hybrid seeds	Pastoral nomadism	Subsistence agriculture
Intensive agriculture	Plantation farming	Sustainable agriculture
Intertillage	Primary economic activity	Swidden
Johann Heinrich von Thünen	Quaternary economic activity	Tertiary economic activity
Köppen climate classification system	Quinary economic activity	Third Agricultural Revolution
Livestock ranching	Rain shadow	Transhumance
Mid-latitudes	Root planting	Vegetative planting
Mediterranean agriculture	Salinization	Von Thünen Model of Agricultural Land Use
Milkshed	Second Agricultural Revolution	
Mixed crop and livestock farming	Secondary economic activity	

▪ Readings

- Required reading: Module 8, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactivity: Application Von Thunen Model
- Interactive Map: Compare agricultural land use across regions
- Case Studies: Agriculture diffusion from various Agricultural hearths
- Videos: The Hadza People in Tanzania
The Contrast between the Green Revolution and Subsistence Farming in India
The Future of the World Hunger With and Without Genetic Modification
The Need for Labor
Agriculture and the Environment
Population and World Resources

Sample Activities: students will have to complete a variety of activities including: Geo-Journal (food choices and the environment), self check quizzes, quiz, geography application assignment, FRQ: Agriculture, one-on-one discussion based assessment, exam

- Evaluate various examples of human modifications of land to increase food supply
- Apply Von Thunen's Model to student's community, a domestic and international region
- Debate the impact of the Green Revolution on agriculture industry
- Spatial Relationships: Global, Regional, Local Analysis Agriculture Land Use

Collaborative Extension Project

Choose one of the following biotechnology issues and take a stand either pro or con. Each issue has some suggestions to help you think about the issue. Present your position in a position paper.

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1. Read each prompt below. Choose one prompt to respond to in a writing assignment.

Prompt #1

Nnimmo Bassey, a Nigerian environmental activist, once said, "Biotech crops are not a solution to solve hunger in Africa or elsewhere." Think about Bassey's stance. Do you agree or disagree with his position? Why?

Prompt #2

In 2011, the president of the National Council of Farmer Cooperatives testified that "Biotechnology is the key to sustainably feeding a growing world population." Think about the president's stance. Do you agree or disagree with his position? Why?

Prompt #3

In 2007, former U.S. President Jimmy Carter said, "We must combat the false propaganda of some European extremists who condemn the use of genetically modified seeds. Their misleading statements have been extremely damaging to Africa, where some misguided leaders have rejected such imports." Think about Carter's stance. Should African leaders ignore arguments condemning the use of genetically modified seeds? Why?

2. After choosing your prompt, create a list of five to six points that explain why you agree or disagree with the quote. While you should use information you learned in this lesson to develop your argument, you may want to consult outside resources to learn more about the pros and cons of biotechnology and GMOs to help support your argument.
3. Use your list of points to write a paragraph that clearly describes your stance on the issue.

Module 9-Agriculture and Rural Land Use

4 weeks (2 weeks for block schedule)

The students will understand that the means of production determine the level of development of a country. The student will also understand the process of Globalization and how does it affect their lives.

The main themes and topics in Module 9 include activities on:

- Principles and considerations for manufacturing locational decisions and analysis of industrial location theories.
- Other non-theoretical considerations including transnational ownership affect, distort, or reinforce classical locational controls.
- Older world patterns of manufacturing regions and the effect of High Tech locational industries in their locational displacement.
- Identifying characteristics of tertiary, quaternary and quinary service activities, and their impact in the world economic patterns and international trade.
- Definitions and explanations of development and underdevelopment.
- Economic measures and models of development: income, energy, farming and foods, and stages of growth. (Rostow's Model)
- Non-economic measures of development: education, services, health, and cultural satisfaction, and their relationship to economic indexes.

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- Women's roles and rewards: determinants of patterns of genders relationships.

Essential Questions

- How are businesses relying on the field of geography, specifically GIS to determine location?
- How are resources and wealth used and distributed around the world?
- How are the activities in the different economic sectors used to satisfy people's needs?
- How do economies balance development and environmental protection?
- How do we define and measure economic development?
- How does the nature of the product/service determine the location?
- How has globalization changed world economies?
- How have societies maximized the use of land and natural resources to support economic development?
- How have societies maximized the use of land to support economic development?
- How is location important in the manufacturing process?
- To what extent do women contribute to economic development?
- What are the costs of industrialization?
- What are the limitations of development models?
- What global initiatives have been created to increase the economic power of women?
- What is sustainable development?
- What patterns of development are seen in different regions of the world?
- What role has geography played in economic development?
- Why are there disparities in economic development around the world?

Essential Terms

Agglomerate	Commodity chain	Developed country
Agglomeration	Comparative	Developing country
Air pollution	advantage	Development gap
Assembly line	Consumerism	Distance decay
Autonomy	Core	Economic
Brand identification	Decentralization	development
Centralization	Deglomerate	Economic growth
Collateral	Deglomeration	
Commodity	Dependency theory	
Eutrophication	Gross domestic	Horizontal integration
Extractive industries	product (GDP)	Hotelling's law
Exurb	Gross domestic	Human Development
Footloose industries	product per capita	Index (HDI)
Fordism	Gross national income	Hyperinflation
Friction of distance	(GNI)	Import substitution
Gathering industries	Gross national income	industrialization (ISI)
Gender Empowerment	per capita	Industrialization
Measure (GEM)	Gross national income	Industrial Revolution
Geographic	purchasing power	Infant industry
information systems	parity (GNI PPP)	Input
(GIS)	The Group of Twenty	International Monetary
Glass ceiling	(G-20)	Fund (IMF)
Globalization	Growth pole theory	Least-cost theory
Green Revolution	Hazardous material	

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Liberal development theorists	Output	Technopole
Locational interdependence	Particulate matter	Time-space compression
Location theory	Per capita	Total costs
Maquiladoras	Per capita income	Toxic waste
Metallurgy	Periphery	Tragedy of the Commons
Microloans	Pink ghetto	Transnational corporation
Multinational corporation	Poverty line	Variable costs
NAFTA	Privatization	Vertical integration
Narco-trafficking	Red Crescent	Immanuel Wallerstein
Nationalization	Retail location theory	Alfred Weber
National Sustainable Development Strategy (NSDS)	Walt Whitman Rostow	Weight-gaining industry
Natural resources	Rostow's modernization model	Weight-losing industry
Net rent	Semi-periphery	World Bank (WB)
Offshoring	Service location theory	World-systems theory
Opportunity cost	Spatially fixed costs	World Trade Organization (WTO)
	Structural theorists	
	Subsidiary business	
	Sustainable development	

- **Readings**

- Required reading: Module 9, Florida Virtual School APHG course V10.

- **Ancillary Resources:**

- Interactive Map: Spatial Awareness: Analysis of World Economic Development
- Interactive maps: Rostow's Model of Economic Growth on various countries
- Interactive map: Analyze male and female labor force in the United States
- Case Studies: Apply Hotelling Location Theory on Disney World
- Case Study: Consequences of Economic Growth: BP Oil Spill
- Videos: World Poverty
 - Volvo in Brazil
 - Moving American Jobs to China
 - International Organizations
 - The World Bank and the International Monetary Fund
 - Ecological Globalization
 - Disaster in The Gulf
 - A Sea Disappears
 - Planet Earth: The Future; Living Together Segment Sustainable Development
 - Planet Earth: The Future; Living Together Segment Balancing Conservation and Industrial Growth

- **Sample Activities:** students will have to complete a variety of activities including: quiz, Geo-Journal (weight-gaining industry, agglomeration, deglomeration), self check quizzes, geography application assignment, FRQ: Locational Theory, Weber's least-cost theory factory location assignment, FRQ: Globalization, level of development graph

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analysis, memo to State Department on world poverty, reflection on empowerment programs for women, one-on-one discussion based assessment, exam

Collaborative Extension Project

1. Choose one of the following six countries:
 - a. Albania
 - b. Bolivia
 - c. Chad
 - d. Federated States of Micronesia
 - e. Mozambique
 - f. Nepal
2. Research the country you chose by visiting the CIA World Factbook or the World Data Bank.
3. Gather information about the country's development indicators, such as HDI and literacy rate, access to health care, environmental health, and overall quality of life for the citizens.
4. Brainstorm a plan for development for the country you chose that takes the following questions into account:
 - a. What is the overall quality of life like in the country? What indicators helped you arrive at this conclusion?
 - b. What are the country's most important natural resources? What is the skill set of the population?
 - c. On what types of industries should the country focus? Why?
 - d. What strategies can the country use to promote investment in its industries?
 - e. What steps can the country's leaders take to promote sustainable development?
5. After brainstorming your plan for development, write a letter to the country's leaders in which you convince them of your development plan. Be sure to emphasize why the leaders should target specific industries, how the population will develop as a result, and how they will go about protecting the environment in the process.
 - Analyze how the U.S. has shifted from a secondary to a tertiary or quaternary
 - Use of GIS to determine appropriate business location
 - Identify and discuss locational theories using maps
 - Apply Human Development Index to determine states of economic development of various countries
 - Debate the impact of global economic initiatives and agencies on development?

Module 10-Cities and Urban Land Use (and final exam prep) 5 weeks (2.5 weeks for block schedule)

In this module the student will also understand the theories of urban development and what is the relationship of city-structure to geography and vice-versa.

The main themes and topics in module 10 include activities on:

- The nature of cities in an urbanizing world: origins, definitions, locations and theories
- The economic base and systems of cities: functions, hierarchies and networks.

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- Inside the city: land uses, social areas and patterns of change.
- Models of Internal City Structure
- World urban diversity: cities in Anglo America, Europe and developing nations.

Essential Questions

- How are cities organized?
- How are cities unique reflections of place and location?
- How does life course vary according to where people live in a city?
- How is space organized in urban areas to meet multiple needs and uses?
- Is geography destiny (does birthplace dictate your destiny)?
- What are some commonalities between cities?
- What are the characteristics of well-designed urban places
- What are the political advantages and challenges in urban areas?
- What are the political, social, and economic advantages and challenges in urban areas?
- What challenges do urban planners face?
- What is the relationship between urban and non-urban areas?
- What patterns have geographers found in city structures?
- What transportation challenges do urban planners face?
- Where are cities located and why?
- Why is the world becoming more urbanized and how has this affected place?

▪ Readings

- Required reading: Module 10, Florida Virtual School APHG course V10.

▪ Ancillary Resources:

- Interactive:
- Interactive maps: Spatial Organization of Urban Centers
- Case Study: Understand, recognize and apply the Burgess Concentric Zone Model: Detroit Vs Los Angeles
- Case Study: Louisiana Levee System
- Case Study: Modern Urban Social Patterns: Edge City, Primate City and Mega City
- Videos: Boomtown Lagos
Brazil Revealed: Short Stories

Sample Activities: students will have to complete a variety of activities including: Geo-Journal Activity (city mapping), self check quizzes, geography application assignment, exam, weighing sides: gentrification speech activity, quiz, case study: urbanization

- Analyze land value in determining Central Business District
- Apply Central Place Theory to Urban Centers
- Debate: Risks Benefits of Gentrification

Collaboration Extension Project

Now it is your turn to design your own city. Make a short list of important features to include in your city and prioritize it according to its level of importance. After you have an idea of the features to include, create a map of your city using the interactive below. The interactive includes a map of a fictional region that shows only physical features. Use the drawing tool to

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create the boundaries of your city. On the side of the map, there is a key that includes icons for residential and non-residential buildings, roads, and parks. Click on the icon from the key to place it on the map. Use the text tool to label the features you place on the map. For example, if you add a non-residential building and would like it to be a school, then you can use the text tool to label it as such. Be sure to label the central business district, non-basic sectors, and basic sectors on the map. When you are finished making your city, save and print a copy of your map and place it in your Geo Journal. Then, write a one to two paragraphs explaining why you placed the features where you did.

****Segment II Exam****

(Complete AP Exam experience, 75 multiple-choice questions & 3 free-response questions)