AP Human Geography

Methacton High School

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**Course Objectives**

The objective of AP Human Geography is to introduce you to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. You will be expected to employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. You will also learn about the methods and tools geographers use in their science and practice. **This course is taught at the college level**. The biggest difference between a high school and college geography course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. Thus, the student will be required frequently to analyze, synthesize, and evaluate raw statistical data, charts, maps, and human patterns in addition to memorizing, comprehending, and applying facts.

**Primary Text**

Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography.
       Upper Saddle River, NJ: Prentice Hall

**Additional Student Readings**

Additional Materials provided from *The Cultural Landscape* Instructor Resource DVD

Additional Material from MasteringGeography and eText

Current Event Articles from various Internet Sources

**Additional Teacher Resources**

Fellmann, Jerome Donald, Mark B. Bjelland, Daniel R Montello, Arthur Getis, and Judith Getis. *Human Geography: Landscapes of Human Activities*. 12th ed. New York: McGraw-Hill, 2013. Print.

Malinowski, Jon C., and David H. Kaplan. "Human Geography [Paperback]." *Human Geography: Jon Malinowski, David Kaplan: 9780073122946: Amazon.com: Books*. McGraw Hill, n.d. Web. 13 June 2013.

Previously released AP Human Geography Exams and other support materials provided by College Board.

Additional Materials provided from *The Cultural Landscape* Instructor Resource DVD

**Assignments**

1. **Quizzes**– There will be quizzes given after every chapter topic. This works out to be about once every two weeks. These will be basically reading comprehension quizzes on the required text readings, assigned supplemental readings, classwork, and homework. The format of these quizzes will be AP style multiple choice, true/false, and possibly short answer essays. Quizzes will normally be announced a day or two ahead of time. Pop quizzes can be given at the discretion of the instructor.
2. **Tests** – Tests will be given approximately twice per quarter at a natural breaking point in the main topics. Tests will take the format of multiple choice, true/false, and free-response essays. All tests will be announced ahead of time.
3. **Quarterly Projects** - In each of the first three marking periods, students will take part in an additional class projects that will be announced during each marking period. They may take the form of oral presentations, multimedia presentations, written research projects, or special class projects.

(4.) **Current Events**  – Students will be required to find and write about current events in the field of human geography. Students will be given specific requirements for entries throughout the year.

(5.) **Nightly Assignments** – These will vary in nature depending upon the chapter.

**Course Pacing**

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| --- | --- | --- |
| Geography: Its Nature and Perspectives | 4 weeks | Rubenstein Chapter 1 |
| Population | 5 weeks | Rubenstein Chapter 2Rubenstein Chapter 3 |
| Cultural Patters and Processes | 6 weeks | Rubenstein Chapter 4Rubenstein Chapter 5Rubenstein Chapter 6Rubenstein Chapter 7 |
| Political Organization of Space | 5 weeks | Rubenstein Chapter 8 |
| Mid Term Exam Units 1-3 |
| Agricultural and Rural Land Use | 4 weeks | Rubenstein Chapter 10 Rubenstein Chapter 14 ( Is. 3) |
| Industrialization and Economic Development | 4 weeks | Rubenstein Chapter 9Rubenstein Chapter 11Rubenstein Chapter 14 (Is. 1, 2) |
| Cities and Urban Land Use | 4 weeks | Rubenstein Chapter 12Rubenstein Chapter 13 |
| Exam Review | 2 weeks |  |

**Course Outline**

**Unit 1 – Geography: Its Nature and Perspectives - Objectives**

1. Understand geography as a field of study.
2. Analyze the evolution of key geographical concepts and models associated with notable geographers.
3. Identify key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization.
4. Develop integral geographical skills such as:
	1. How to use and think about maps and spatial data.
	2. How to understand and interpret the implications of associations among phenomena in places.
	3. How to recognize and interpret at different scales the relationships among patterns and processes.
	4. How to define regions and evaluated the regionalization process.
	5. How to characterize and analyze changing interconnections among places .
5. Develop skills in using sources of geographical ideas and data such as the field, census data, etc.

**Unit 2—Population and Migration – Objectives**

1. Develop skills in geographical analysis of population in issues such as:
	1. Density, distribution, and scale.
	2. Consequences of various densities and distributions.
	3. Patterns of composition: age, sex, race, and ethnicity.
	4. Population and natural hazards: past, present, and future.
2. Trace population growth and decline over time emphasizing:
	1. Historical trends and projections for the future.
	2. Theories of population growth.
	3. Patterns of fertility, mortality, and health.
	4. Regional variations of demographic transitions.
	5. Effects of population policies.
3. Identify the components of population movement including the following:
	1. Push and pull factors
	2. Major voluntary and involuntary migrations at different scales
	3. Migration selectivity
	4. Short-term, local movements, and activity space

**Unit 3 – Cultural Patterns and Processes – Objectives**

1. Identify and apply various concepts of culture including:
	1. Traits and complexes
	2. Diffusion
	3. Acculturation
	4. Cultural regions and realms
2. Identify and explain cultural differences in the following areas:
	1. Language
	2. Religion
	3. Ethnicity
	4. Gender
	5. Popular and Folk Culture
3. Analyze the environmental impact of cultural attitudes.
4. Explore various cultural landscapes and cultural attitudes emphasizing the following:
	1. Values and preferences
	2. Symbolic landscapes and sense of place

**Unit 4 – Political Organization of Space – Objectives**

1. Identify the territorial dimensions of politics including the following:
	1. The concept of territoriality
	2. The nature and meaning of boundaries
	3. Influences of boundaries on identity, interaction, and exchange
2. Trace the evolution of the contemporary political pattern including:
	1. The nation-state concept
	2. Colonialism and Imperialism
	3. Internal political boundaries and arrangements
3. Identify challenges to inherited political-territorial arrangements including:
	1. Changing nature of sovereignty
	2. Fragmentation, unification, and alliance
	3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment

**Unit 5 – Agricultural and Rural Land Use**

1. Trace the development and diffusion of agriculture focusing on the following:
	1. Neolithic Agricultural Revolution
	2. Second Agricultural Revolution
2. Identify the major agricultural production regions emphasizing the following:
	1. Agricultural systems associated with major bio-climatic zones
	2. Variations within major zones and effects of markets
	3. Linkages and flows among regions of food production and consumption
3. Recognize rural land use and settlement patterns emphasizing the following:
	1. Models of land use and localization of economic activities
	2. Settlement patterns associated with major agricultural types
4. Describe modern commercial agriculture: the Third Agricultural Revolution noting the following aspects:
	1. Green Revolution and the beginning of the biotechnologic revolution
	2. Characteristics of the third revolution: blending of primary, secondary, and tertiary activities, intensification of mechanization, and development of biotechnology
	3. Spatial organization of industrial agriculture
	4. Diffusion of industrial agriculture
	5. Future food supplies and environmental impacts of agriculture--hopes and fears

**Unit 6 – Industrialization and Economic Development**

1. Identify key concepts in industrialization and development.
2. Trace the growth and diffusion of industrialization including the following:
	1. The changing roles of energy and technology
	2. Industrial Revolution
	3. Evolution of economic cores and peripheries
	4. Geographic critique models of economic localization (i.e. land rent, comparative costs of transportation), industrial location, economic development, and world systems.
3. Describe contemporary patterns and impacts of industrialization and development focusing on the following:
	1. Spatial organization of the world economy
	2. Variations in levels of development
	3. Deindustrialization
	4. Pollution, health, and quality of life
	5. Industrialization, environmental change, and sustainability
	6. Local development initiatives: government policies

**Unit 7 – Cities and Urban Land Use – Objectives**

1. Develop definitions of urbanism
2. Trace the origin and evolution of cities citing the following:
	1. Historical patterns of urbanization
	2. Rural-urban migration and urban growth
	3. Global cities and megacities
	4. Models of urban systems
3. Describe the functional character of contemporary cities:
	1. Changing employment mix
	2. Changing demographic and social structures
4. Identify the following characteristics of built environ. and social space:
	1. Comparative models of internal city structure
	2. Transportation and infrastructure
	3. Political organization of urban areas
	4. Urban planning and design
	5. Patterns of race, ethnicity, gender, and class
	6. Uneven development, ghettoization, and gentrification
	7. Impacts of suburbanization and edge cities