



*Advanced Placement Human Geography
11th - 12th Grade*

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Course Overview

Advanced Placement Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- Problems of economic development and cultural change.
- Consequences of population growth, changing fertility rates, and international migration.
- Impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life.
- Struggles over political power and control of territory.
- Conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies.
- Explanations of why location matters to agricultural land use, industrial development, and urban problems.
- The role of climate change and environmental abuses in shaping the human landscapes on Earth.

Course Goals

By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

Source: *AP Human Geography Course Overview* <https://apcentral.collegeboard.org/pdf/ap-human-geography-course-description.pdf>

COURSE TITLE: Advanced Placement Human Geography

GRADE LEVEL: 11th & 12th Grade

CONTENT AREA: Social Studies

Course Description:

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Course Rationale:

The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Human Geography allows students to develop a geographic perspective with which to view the landscape and understand current events.

Course Scope and Sequence

Unit 1: Geography: Its Nature and Perspectives 2 Weeks	Unit 2: Population and Migration 3 Weeks	Unit 3: Cultural Patterns and Processes 3 Weeks
Unit 4: Political Organization of Space 2 Weeks	Unit 5: Agriculture and Rural Land Use 2 Weeks	Unit 6: Industrialization and Economic Development 2 Weeks
Unit 7: Cities and Urban Land Use 2 Weeks	Exam Review: 2 Weeks	

Proposed Course Materials and Resources:

Human Geography: Landscapes of Human Activities, 12th edition by Bjelland and Montello.

Essential Terminology/Vocabulary

Unit 1: Geography: Its Nature and Perspectives

Built landscape, sequent occupance, cultural landscape, arithmetic density, physiological density, Absolute direction, Relative direction, Site, situation, Absolute Location, Relative location, Distribution, linear pattern, centralized pattern, random pattern, Dispersion/scattered settlement, clustered/agglomerated settlement, hearth, Diffusion, relocation, expansion, hierarchical, contagious, stimulus, Formal/uniform region, functional/nodal region, perceptual/vernacular region, Spatial interaction, accessibility, connectivity, network, distance decay, friction of distance, time-space compression, Scale, Size, toponymy, Possibilism, and Environmental determinism.

Unit 2: Population and Migration

Age distribution, Carrying capacity, Cohort, Demographic equation, Demographic momentum, Demographic regions, Demographic Transition model, Dependency ratio, Diffusion of fertility control, Disease diffusion, Doubling time, Ecumene, Epidemiological, Transition model, Gendered space, Infant mortality rate, J-curve, Maladaptation, Malthus, Thomas, Mortality, Natality, Neo-Malthusian, Overpopulation, Population densities, Population distributions, Population explosion, Population projection, Population pyramid, Rate of natural increase, S-curve, Sex ratio, Standard of living, Sustainability, Underpopulation, Zero population growth, Activity space, Chain migration, Cyclic movement, Distance decay, Forced, Gravity model, Internal migration, Intervening opportunity, Migration patterns, Migratory movement, Periodic movement, Personal space, Place utility, Push-pull factors, Refugee, Space-time prism, Step migration, Transhumance, Transmigration, and Voluntary.

Unit 3: Cultural Patterns and Processes

Culture

Acculturation, Assimilation, Cultural adaptation, Cultural core/periphery pattern, Cultural ecology, Cultural identity, Cultural landscape, Cultural realm, Culture, Culture region, Formal, Functional, Vernacular (perceptual), Diffusion types, Expansion, hierarchical, contagious, stimulus, Relocation, Innovation adoption, Maladaptive diffusion, Sequent occupance, Adaptive strategies, Architectural form, Built environment, Folk culture, Folk food, Folk house, Folk songs, Folklore, Material culture, Nonmaterial culture, Popular culture, Survey systems, and Traditional architecture.

Ethnicity and Gender

Acculturation, Adaptive strategy, Assimilation, Barrio, Chain migration, Cultural adaptation, Cultural shatterbelt, Ethnic cleansing, Ethnic conflict, Ethnic enclave, Ethnic group, Ethnic homeland, Ethnic landscape, Ethnic neighborhood, Ethnicity, Ethnocentrism, Ghetto, Plural society, Race, Segregation, Social distance, Dowry death, Enfranchisement, Gender, Gender gap, Infanticide, Longevity gap, and Maternal mortality rate.

Language

Creole, Dialect, Indo-European languages, Isogloss, Language, Language family, Language group, Language subfamily, Lingua franca, Linguistic diversity, Monolingual/multilingual, Official language, Pidgin, Toponymy, and Trade language.

Religion

Animism, Buddhism, Cargo cult pilgrimage, Christianity, Confucianism, Ethnic religion, Exclave/enclave, Fundamentalism, Geomancy (feng shui), Hadj, Hinduism, Interfaith boundaries, Islam, Jainism, Judaism, Landscapes of the dead, Monotheism/polytheism, Mormonism, Muslim pilgrimage, Muslim population, Proselytic religion, Reincarnation, Religion (groups, places), Religious architectural styles, Religious conflict, Religious culture hearth, Religious toponym, Sacred space, Secularism, Shamanism, Sharia law, Shintoism, Sikhism, Sunni/Shia, Taoism, Theocracy, Universalizing, and Zoroastrianism.

Unit 4: Political Organization of Space

Annexation, Antarctica, Apartheid, Balkanization, Border landscape, Boundary disputes, definitional, locational, operational, allocational, Boundary origin, antecedent, subsequent, superimposed, relic, Boundary process, definition, delimitation, demarcation, Boundary type, natural/physical, ethnographic/cultural, geometric, Buffer state, Capital, Centrifugal, Centripetal, City-state, Colonialism, Confederation, Conference of Berlin (1884), Core/periphery, Decolonization, Devolution, Domino theory, EEZ (Exclusive Economic Zone), Electoral regions, Enclave/exclave, Ethnic conflict, European Union, Federal, Forward capital, Frontier, Geopolitics, Gerrymander, Global commons, Heartland/rimland, Immigrant states, International organization, Iron Curtain, Irredentism, Israel/Palestine, Landlocked, Law of the Sea, Lebanon, Mackinder, Halford J., Manifest destiny, Median-line principle, Microstate, Ministate, Nation, National iconography, Nation-state, Nunavut, Raison d'être, Reapportionment, Regionalism, Religious conflict, Reunification, Satellite state, Self-determination, Shatterbelt, Sovereignty, State, Stateless ethnic groups, Stateless nation, Suffrage, Supranationalism, Territorial disputes, Territorial morphology, Territoriality, Theocracy, Treaty ports, UNCLOS, Unitary, USSR collapse, and Women's enfranchisement.

Unit 5: Agriculture and Rural Land Use

Adaptive strategies, Agrarian, Agribusiness, Agricultural industrialization, Agricultural landscape, Agricultural location model, Agricultural origins, Agriculture, Animal domestication, Aquaculture, Biorevolution, Biotechnology, Collective farm, Commercial agriculture, Core/periphery, Crop rotation, Cultivation regions, Dairying, Debt-for-nature swap, Diffusion, Double cropping, Economic activity, primary, secondary, tertiary, quaternary, quinary, Environmental modification, pesticides, soil erosion, desertification, Extensive subsistence agriculture, shifting cultivation, slash-and-burn, milpa, swidden, nomadic herding/pastoralism, Extractive industry, Farm crisis, Farming, Feedlot, First agricultural revolution, Fishing, Food chain, Forestry, Globalized agriculture, Green revolution, Growing season, Hunting and gathering, Intensive subsistence agriculture, Intertillage, Livestock ranching, Market gardening, Mediterranean agriculture, Mineral fuels, Mining, Planned economy, Plant domestication, Plantation agriculture, Renewable/nonrenewable, Rural settlement, dispersed, nucleated, building material, village form, Sauer, Carl O., Second agricultural revolution, Specialization, Staple grains, Suitcase farm, Survey patterns, long lots, metes and bounds, township-and-range, Sustainable yield, Third agricultural revolution, mechanization, chemical farming, food manufacturing, "Tragedy of the commons", Transhumance, Truck farm, and Von Thünen.

Unit 6: Industrialization and Economic Development

Agricultural labor force, Calorie consumption, Core-periphery model, Cultural convergence, Dependency theory, Development, Energy consumption, Foreign direct investment, Gender, Gross domestic product (GDP), Gross national product (GNP), Human Development Index, Levels of development, Measures of development, Neocolonialism, Physical Quality of Life Index, Purchasing power parity, Rostow, W. W., "Stages of Growth" model, Technology gap, Technology transfer, Third World, World Systems Theory, Acid rain, Agglomeration, Agglomeration economies, Air pollution, Assembly line production/Fordism, Bid rent theory, Break-of-bulk point, Canadian industrial heartland, Carrier efficiency, Comparative advantage, Cumulative causation, Deglomeration, Deindustrialization, Economic sectors, Economies of scale, Ecotourism, Energy resources, Entrepôt, Export processing zone, Fixed costs, Footloose industry, Four Tigers, Greenhouse effect, Growth poles, Heartland/rimland, Industrial location theory, Industrial regions, Industrial Revolution, Industry, Infrastructure, International division of labor, Labor-intensive, Least-cost location, Major manufacturing regions, Manufacturing exports, Manufacturing/warehouse location, Maquiladora, Market orientation, Multiplier effect, NAFTA, Outsourcing, Ozone depletion, Plant location, "just in time" delivery, Postindustrial, Refrigeration, Resource crisis, Resource orientation, Special economic zones (China), Specialized economic zones, Substitution principle, Threshold/range, Time-space compression, Topocide, Trade (complementarity), Transnational corporation, Ubiquitous, Variable costs, Weber, Alfred, Weight-gaining, Weight-losing, and World cities.

Unit 7: Cities and Urban Land Use

Agglomeration, *Barriadas*, Bid-rent theory, Blockbusting, CBD (central business district), Census tract, Centrality, Centralization, Central-place theory, Christaller, Walter, City, Cityscapes, Colonial city, Commercialization, Commuter zone, Concentric zone model, Counterurbanization, Decentralization, Deindustrialization, Early cities, Economic base (basic/nonbasic), Edge city, Emerging cities, Employment structure, Entrepôt, Ethnic neighborhood, Favela, Female-headed household, Festival landscape, Gateway city, Gender, Gentrification, Ghetto, Globalization, Great cities, High-tech corridors, Hinterland, Hydraulic civilization, Indigenous city, In-filling, Informal sector, Infrastructure, Inner city, Invasion and succession, Lateral commuting, Medieval cities, Megacities, Megalopolis/conurbation, Metropolitan area, Multiple nuclei model, Multiplier effect, Neighborhood, Office park, Peak land value intersection, Planned communities, Postindustrial city, Postmodern urban landscape, Primate city, Racial steering, Rank-size rule, Redlining, Restrictive covenants, Sector model, Segregation, Settlement form, nucleated, dispersed, elongated, Shopping mall, Site/situation, Slum, Social structure, Specialization, Squatter settlement, Street pattern, grid, dendritic, access, control, Suburb, Suburbanization, Symbolic landscape, Tenement, Threshold/range, Town, Underclass, Underemployment, Urban growth rate, Urban function, Urban hearth area, Urban heat island, Urban hierarchy, Urban hydrology, Urban morphology, Urbanization, Urbanized population, World city, Zone in transition, and Zoning.

Unit Objectives:

Unit 1: Geography: Its Nature and Perspectives

1. Define geography, human geography; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each:
a) distributions b) locations c) regions
3. Identify how each of the following plays a role in mapmaking:
a) simplification b) categorization c) symbolization d) induction
4. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.
5. List different types (models) of diffusion and provide examples/illustrations of each in the real world.
6. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each.

Unit 2: Population and Migration

Population

1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Consider the concepts of ecumene and non-ecumene, and consider: a) Why do most people live where they do? b) For what reasons have humans historically avoided certain areas? c) Where do non-examples of each exist? Why?
3. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
4. Explain the elements of a population pyramid and distinguish between characteristic shapes.
5. Explain the demographic transition model: a) What are its components? b) Which countries does it describe in each phase? c) Why might it not predict the future for developing countries today?
6. Give examples of pro- and antinatalist policies and their effects in example countries.
7. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.
8. Concerning natural hazards, do the following: a) list various types of natural hazards and disasters b) map the areas most affected by them c) compare with the map of population distribution d) hypothesize the degree of danger in various regions e) discuss methods that are taken to adapt to these dangers

Migration and Movement

1. Distinguish between and give characteristics of the following types of human movement:
a) circulation and migration b) forced and voluntary migration c) push and pull factors
2. Discuss the contributions of Ravenstein to the study of human movement and migration.
3. Use the gravity model to predict migration and evaluate its efficiency and usefulness.
4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
5. Characterize a refugee and refugee populations.

6. Discuss the migration history of the United States through the following: a) immigration history b) immigration policy c) historic and contemporary streams of migration d) internal migration patterns
7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
8. Correlate migration patterns to the demographic transition model.

Unit 3: Cultural Patterns and Processes

Culture

1. Define culture and cultural geography.
2. Compare and contrast the following aspects of folk and popular culture: a) origins b) methods of diffusion c) culture regions
3. Examine specific examples of folk culture and regions.
4. Examine examples of specific popular cultural traits and discuss their diffusion.
5. Discuss ways in which cultural traits are affected by and affect the natural environment.
6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.

Language

1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide.
4. Show the division of Europe into the following language groups and give specific examples from major groups: a) Germanic b) Slavic c) Romance
5. Describe the following characteristics of English: a) origin and historical development b) worldwide diffusion c) spatial variation d) role in cultural convergence
6. Explain the how, why, and where of language change.
7. Discuss the regional and local variety in language using the following terms: a) slang b) isogloss c) accent
8. Explain how toponyms are derived and classified and give various examples.

Religion

1. Identify the following characteristics of all major religions: a) point of origin b) method of diffusion c) current distribution d) landscape expression
2. Map the religious regions of the United States.
3. Discuss the major branches, their origins, and their current distributions for the following religions: a) Christianity b) Islam c) Buddhism
4. Distinguish between ethnic and universalizing religions: a) holy sites b) holy days c) methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
6. Discuss various specific religious conflicts around the world in terms of the following: a) religion versus politics b) religion versus religion—interfaith conflicts c) religion versus religion—intrafaith conflicts

Ethnicity and Gender

1. Describe the distribution of major ethnicities within the United States: a) identify states/regions in which they are clustered b) identify regions in which they are mostly absent c) provide reasons for the present distribution

2. Examine case studies of ethnic conflicts from different regions.
3. Consider ways in which gender-related issues are expressed spatially, particularly in regards to: a) economic roles and activity b) health and reproduction c) level of education
4. Discuss and illustrate with examples various nation-state configurations including: a) nation-state b) part-nation state c) multinational state d) stateless nation

Unit 4: Political Organization of Space

1. Explain the concept of state by: a) identifying necessary qualifications and characteristics b) listing examples of states in various regions c) describing quasi-states
2. Describe the problems of multinational states and stateless nations.
3. List advantages and disadvantages of different types of boundaries and provide real-world examples of: a) natural/physical boundaries b) cultural boundaries c) geometric boundaries
4. List advantages and disadvantages of different shapes of states and provide examples.
5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
6. Define irredentism and devolution and illustrate with examples.
7. Summarize the history of the United Nations and identify issues of current importance regarding it.

Unit 5: Agriculture and Rural Land Use

1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today. a) Neolithic Revolution b) Second Agricultural Revolution c) Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions: a) climate b) terrain c) culture d) situation with regard to world markets
4. Describe and apply the von Thünen model to both small-scale and large-scale situations.
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.
7. Compare and contrast different types of rural landscapes and settlements: a) linear villages b) cluster villages c) dispersed settlements

Unit 6: Industrialization and Economic Development

Economic Development

1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed.
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
5. Provide examples of the different sectors of a country's economy and explain the economic relationship between them.

Industrialization

1. Explain the Industrial Revolution by: a) describing its origin b) describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each: a) origin and resources b) current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape.
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in: a) developed countries b) developing countries
6. Make graphic models that describe the inputs and connections of various industries.

Unit 7: Cities and Urban Land Use

1. Contrast European and North American cities: a) central business districts b) suburbs and suburban growth
2. Compare and contrast elements of the following urban models: a) concentric zone b) sector c) multiple-nuclei d) galactic city/edge cities
3. Describe the move of retail and industry to the suburbs.
4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
5. Differentiate between three models of North American cities.
6. Compare and contrast spatial characteristics of cities in the following regions: a) Latin America b) Africa c) Southeast Asia
7. List and evaluate the problems of the inner city.
8. Explain and illustrate important models dealing with the urban hierarchy for: a) central-place theory b) rank-size rule and primate cities