

 CollegeBoardAP[®]**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP[®] Human Geography

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

1

AP HUMAN GEOGRAPHY

Course Skills

The table that follows presents the skill categories and related skills that students should develop during the AP Human Geography course. These skills form the basis of tasks on the AP Exam.

The unit guides that follow embed and spiral these practices throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Human Geography Exam.

More detailed information about the teaching of the course skills can be found in the Instructional Approaches section of this publication.



AP HUMAN GEOGRAPHY Course Skills

Skill Category 1

Concepts and Processes **1**

Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Skill Category 2

Spatial Relationships **2**

Analyze geographic patterns, relationships, and outcomes in applied contexts.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill Category 4

Source Analysis **4**

Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 5

Scale Analysis **5**

Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

SKILLS

1.A Describe geographic concepts, processes, models, and theories.

1.B Explain geographic concepts, processes, models, and theories.

1.C Compare geographic concepts, processes, models, and theories.

1.D Describe a relevant geographic concept, process, model, or theory in a specified context.

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

2.A Describe spatial patterns, networks, and relationships.

2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

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

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

2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

3.A Identify the different types of data presented in maps and in quantitative and geospatial data.

3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.

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

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

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

3.F Explain possible limitations of the data provided.

4.A Identify the different types of information presented in visual sources.

4.B Describe the spatial patterns presented in visual sources.

4.C Explain patterns and trends in visual sources to draw conclusions.

4.D Compare patterns and trends in visual sources to draw conclusions.

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

4.F Explain possible limitations of visual sources provided.

5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

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

5.C Compare geographic characteristics and processes at various scales.

5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

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AP HUMAN GEOGRAPHY

Course Content

Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, understand, and be able to do, with a focus on big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced geography coursework and active global citizenship.

Big Ideas

The big ideas serve as the foundation of the course and enable students to create meaningful connections among course concepts. Often, these big ideas are abstract concepts or themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allow students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION (PSO)

Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.

BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP)

Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.

BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE (SPS)

A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The seven units in AP Human Geography, and their weightings on the multiple-choice section of the AP Exam, are listed below.

Pacing recommendations at the unit level and in the Course at Glance tables provide suggestions for how the required course content can be taught and how the Personal Progress Checks can be administered. The suggested class periods are based on a schedule in

which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid in your planning, you are free to adjust the pacing based on the needs of your students, alternate schedules (e.g., block scheduling), or your school's academic calendar.


TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 30) contain all required content for each topic. Although most topics can be taught in one or two class periods, you are again encouraged to pace your course to suit the needs of your students and school.

Units	Exam Weighting
Unit 1: Thinking Geographically	8–10%
Unit 2: Population and Migration Patterns and Processes	12–17%
Unit 3: Cultural Patterns and Processes	12–17%
Unit 4: Political Patterns and Processes	12–17%
Unit 5: Agriculture and Rural Land-Use Patterns and Processes	12–17%
Unit 6: Cities and Urban Land-Use Patterns and Processes	12–17%
Unit 7: Industrial and Economic Development Patterns and Processes	12–17%

Spiraling the Big Ideas

The following table demonstrates how the big ideas spiral across units by showing the units in which each big idea appears. In AP Human Geography students will encounter each big idea in every unit so that their knowledge, skills, and understanding related to the big ideas become more complex.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Big Ideas 	Thinking Geographically	Population and Migration Patterns and Processes	Cultural Patterns and Processes	Political Patterns and Processes	Agriculture and Rural Land-Use Patterns and Processes	Cities and Urban Land-Use Patterns and Processes	Industrial and Economic Development Patterns and Processes
Patterns and Spatial Organization PSO	✓	✓	✓	✓	✓	✓	✓
Impacts and Interactions IMP	✓	✓	✓	✓	✓	✓	✓
Spatial Processes and Societal Change SPS	✓	✓	✓	✓	✓	✓	✓

Course at a Glance

Plan

The Course at a Glance table provides a useful visual organization of the AP Human Geography curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note that pacing is based on 45-minute class periods meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the big ideas and course skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral throughout the course.

1 Concepts and Processes	3 Data Analysis
2 Spatial Relationships	4 Source Analysis
	5 Scale Analysis

BIG IDEAS

Big Ideas spiral across topics and units.

PSO Patterns and Spatial Organization
IMP Impacts and Interactions
SPS Spatial Processes and Societal Change

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

Thinking Geographically

~9–10 Class Periods

8–10% AP Exam Weighting

IMP	3	1.1 Introduction to Maps
IMP	3	1.2 Geographic Data
IMP	3	1.3 The Power of Geographic Data
PSO	3	1.4 Spatial Concepts
PSO	1	1.5 Human–Environmental Interaction
PSO	5	1.6 Scales of Analysis
SPS	1	1.7 Regional Analysis

UNIT
2

Population and Migration Patterns and Processes

~19–20 Class Periods

12–17% AP Exam Weighting

PSO	3	2.1 Population Distribution
PSO	2	2.2 Consequences of Population Distribution
PSO	2	2.3 Population Composition
IMP	3	2.4 Population Dynamics
IMP	3	2.5 The Demographic Transition Model
IMP	2	2.6 Malthusian Theory
SPS	2	2.7 Population Policies
SPS	3	2.8 Women and Demographic Change
SPS	2	2.9 Aging Populations
IMP	2	2.10 Causes of Migration
IMP	1	2.11 Forced and Voluntary Migration
IMP	2	2.12 Effects of Migration

Personal Progress Check 1

Multiple-choice: ~20 questions
Free-response: 1 question
 ▪ 1 stimulus

Personal Progress Check 2

Multiple-choice: ~35 questions
Free-response: 1 question
 ▪ 1 stimulus

**UNIT
3**

**Cultural Patterns
and Processes**

~19–20 Class Periods | **12–17%** AP Exam Weighting

PSO 4	3.1 Introduction to Culture
PSO 4	3.2 Cultural Landscapes
PSO 4	3.3 Cultural Patterns
IMP 1	3.4 Types of Diffusion
SPS 2	3.5 Historical Causes of Diffusion
SPS 5	3.6 Contemporary Causes of Diffusion
IMP 4	3.7 Diffusion of Religion and Language
SPS 2	3.8 Effects of Diffusion

Personal Progress Check 3

Multiple-choice: ~25 questions
Free-response: 1 question
▪ 2 stimuli

**UNIT
4**

**Political Patterns
and Processes**

~19–20 Class Periods | **12–17%** AP Exam Weighting

PSO 4	4.1 Introduction to Political Geography
PSO 3	4.2 Political Processes
PSO 5	4.3 Political Power and Territoriality
IMP 1	4.4 Defining Political Boundaries
IMP 5	4.5 The Function of Political Boundaries
IMP 5	4.6 Internal Boundaries
IMP 2	4.7 Forms of Governance
SPS 3	4.8 Defining Devolutionary Factors
SPS 5	4.9 Challenges to Sovereignty
SPS 5	4.10 Consequences of Centrifugal and Centripetal Forces

Personal Progress Check 4

Multiple-choice: ~30 questions
Free-response: 1 question
▪ 1 stimulus

**UNIT
5**

**Agriculture and
Rural Land-Use
Patterns and
Processes**

~19–20 Class Periods | **12–17%** AP Exam Weighting

PSO 2	5.1 Introduction to Agriculture
PSO 4	5.2 Settlement Patterns and Survey Methods
SPS 2	5.3 Agricultural Origins and Diffusions
SPS 4	5.4 The Second Agricultural Revolution
SPS 2	5.5 The Green Revolution
PSO 2	5.6 Agricultural Production Regions
PSO 2	5.7 Spatial Organization of Agriculture
PSO 5	5.8 Von Thünen Model
PSO 5	5.9 The Global System of Agriculture
IMP 2	5.10 Consequences of Agricultural Practices
IMP 4	5.11 Challenges of Contemporary Agriculture
IMP 3	5.12 Women in Agriculture

Personal Progress Check 5

Multiple-choice: ~35 questions
Free-response: 1 question
▪ 2 stimuli

**UNIT
6**

**Cities and
Urban Land-Use
Patterns and
Processes**

~19–20

Class
Periods

12–17%

AP Exam
Weighting

PSO 2	6.1 The Origin and Influences of Urbanization
PSO 2	6.2 Cities Across the World
PSO 5	6.3 Cities and Globalization
PSO 2	6.4 The Size and Distribution of Cities
PSO 1	6.5 The Internal Structure of Cities
IMP 3	6.6 Density and Land Use
IMP 3	6.7 Infrastructure
IMP 2	6.8 Urban Sustainability
IMP 3	6.9 Urban Data
SPS 4	6.10 Challenges of Urban Changes
SPS 2	6.11 Challenges of Urban Sustainability

Personal Progress Check 6

Multiple-choice: ~35 questions
Free-response: 1 question
▪ no stimulus

**UNIT
7**

**Industrial and
Economic
Development
Patterns and
Processes**

~19–20

Class
Periods

12–17%

AP Exam
Weighting

SPS 4	7.1 The Industrial Revolution
SPS 2	7.2 Economic Sectors and Patterns
SPS 3	7.3 Measures of Development
SPS 3	7.4 Women and Economic Development
SPS 1	7.5 Theories of Development
PSO 5	7.6 Trade and the World Economy
PSO 4	7.7 Changes as a Result of the World Economy
IMP 5	7.8 Sustainable Development

Personal Progress Check 7

Multiple-choice: ~25 questions
Free-response: 1 question
▪ no stimulus