



# AP Human Geography MIGs

**Course Description** AP Human Geography is a learning experience equivalent to that obtained in most college introductory human geography courses. The purpose is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Rationale** The purpose of the AP Human Geography course is to provide students with an overview of the geography of the planet and how the planet has helped shape history and modern society. The course will provide students with a global and multicultural perspective and allow for the development of analytical and critical thinking skills.

**Theme 1: Geographic Thinking, Population, and Migration**

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (1.1.A)</p> <ol style="list-style-type: none"> <li>1. Assess the evolution of key geographic concepts and models associated with notable geographers. (1.1.A.1)</li> </ol> <p>B. The student will demonstrate understanding population as it relates to geographical studies. (1.1.B)</p> <ol style="list-style-type: none"> <li>1. Evaluate geographical analysis of population and natural hazards: past, present, and future. (1.1.B.1)</li> </ol>	<p>A. The student will demonstrate understanding population as it relates to geographical studies. (1.2.A)</p> <ol style="list-style-type: none"> <li>1. Assess population growth and decline over time and space and the effect on population policies. (1.2.A.1)</li> </ol> <p>B. The student will demonstrate understanding of the political organization of space. (1.2.B)</p> <ol style="list-style-type: none"> <li>1. Assess territorial dimensions of politics including spatial relationships between</li> </ol>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (1.3.A)</p> <ol style="list-style-type: none"> <li>1. Evaluate geography as a field of inquiry. (1.3.A.1)</li> <li>2. Assess the evolution of key geographical concepts and models associated with notable geographers (1.3.A.2)</li> <li>3. Identify key concepts underlying the geographical perspectives: location, space, place, scale, pattern, regionalization, and globalization (1.3.A.3)</li> <li>4. Demonstrate key geographical skills: utilize maps and data; interpret</li> </ol>		<p>A. The student will demonstrate understanding population as it relates to geographical studies. (1.5.A)</p> <ol style="list-style-type: none"> <li>1. Evaluate geographical analysis of populations: density, distribution and scale; consequences of various densities and distributions; patterns of composition: age, sex, race, and ethnicity;</li> </ol>

	2. Assess population growth and decline over time and space with regard to historical trends and projections for the future. (1.1.b.2)	<b>political patterns and patterns for ethnicity, economy, and environment. (1.2.B.1)</b>	<b>association among places; evaluate relationships among patterns; evaluate the regionalization process; and analyze interconnectedness among places. (1.3.A.4)</b> 5. <b>Assess new geographic technologies: GIS/GPS. (1.3.A.5)</b> 6. <b>Evaluate sources of geographical ideas and data. (1.3.A.6)</b>		and population and natural hazards: past, present, and future. (1.5.A.1)
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li><i>The Cultural Landscape: An Introduction to Human Geography, 9th Edition, James M. Rubenstein</i></li> </ul>			<ul style="list-style-type: none"> <li><i>Rand McNally, Goode's World Atlas, 21st Edition, Teacher's Edition Study Guide</i></li> <li><i>Rand McNally, Goode's World Atlas, 21st Edition, Study Guide</i></li> <li><i>Ap Human Geography, Teacher's Guide, Paul T. Gray, Jr. Gregory M. Sherwin</i></li> <li><i>Instructor's Manual for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, Tim Schultz</i></li> <li><i>Test Item File for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, Robert E. Nunley, Bernard O. Williams</i></li> <li><i>Pearson Education, AP Test Prep Series, AP Human Geography, for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, John Phillip Anthony Hurt, Shanna L. Hurt</i></li> </ul>		

**Theme 2: Culture, Language, Ethnicity, and Government**

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, and Cultures</b>
<b>Key Concepts and Understandings</b>	<p>A. The student will demonstrate understanding of the political organization of space. (2.1.A)</p> <ol style="list-style-type: none"> <li>1. Evaluate the evolution of the contemporary political pattern including: nation-state, Colonialism, imperialism, and democratization. (2.1.A.1)</li> </ol>	<p>A. The student will demonstrate understanding of the political organization of space. (2.2.A)</p> <ol style="list-style-type: none"> <li>1. Assess territorial dimensions of politics including: territoriality; nature, meaning, and influence of boundaries; federal and unitary states; and spatial relationships. (2.2.A.1)</li> <li>2. Evaluate the evolution of the contemporary political pattern including: nation-state, Colonialism, imperialism, and democratization (2.2.A.2)</li> <li>3. Analyze changes in political-territorial arrangements</li> </ol>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (2.3.A)</p> <ol style="list-style-type: none"> <li>1. Identify key concepts underlying the geographical perspectives: location, space, place, scale, pattern, regionalization, and globalization. (2.3.A.1)</li> <li>2. Demonstrate key geographical skills: utilize maps and data; interpret association among</li> </ol>		<p>A. The student will demonstrate understanding of cultural patterns and processes. (2.5.A)</p> <ol style="list-style-type: none"> <li>1. Analyze concepts of culture: traits, diffusion, acculturation, and cultural regions. (2.5.A.1)</li> <li>2. Compare cultural differences: language, religion, ethnicity, gender, popular and folk culture. (2.5.A.2)</li> <li>3. Assess environmental impact of cultural attitudes and practices. (2.5.A.3)</li> </ol>

		including: nature of sovereignty; fragmentation, unification, alliance; supranationalis m and devolution; and electoral geography. (2.2.A.3)	places; evaluate relationshi ps among patterns; evaluate the regionaliza tion process; and analyze interconne ctedness. (2.3.A.2)		<b>4. Compare cultural landscapes and cultural identity: values and preferences; symbolic landscapes and sense of place. (2.5.A.4)</b>
<b>Possible Sources of Studies</b>					
<ul style="list-style-type: none"> <li>• <i>The Cultural Landscape: An Introduction to Human Geography, 9th Edition, James M. Rubenstein</i></li> <li>• <i>Pearson Education, AP Test Prep Series, AP Human Geography, for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, John Phillip Anthony Hurt, Shanna L. Hurt</i></li> <li>• <i>Test Item File for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, Robert E. Nunley, Bernard O. Williams</i></li> </ul>			<ul style="list-style-type: none"> <li>• <i>Rand McNally, Goode's World Atlas, 21st Edition, Teacher's Edition Study Guide</i></li> <li>• <i>Rand McNally, Goode's World Atlas, 21st Edition, Study Guide</i></li> <li>• <i>Ap Human Geography, Teacher's Guide, Paul T. Gray, Jr. Gregory M. Sherwin</i></li> <li>• <i>Instructor's Manual for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, Tim Schultz</i></li> </ul>		

Theme 3: Development, Settlement Patterns, and Resources					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
<b>Key Concepts and Understandings</b>	<p>A. The student will demonstrate understanding of population as it relates to geographical studies. (3.1.A)</p> <ol style="list-style-type: none"> <li>1. Assess population growth and decline over time and space: historical trends and projections for the future; theories of population growth, including the Demographic Model. (3.1.A.1)</li> </ol> <p>B. The student will demonstrate understanding of</p>	<p>A. The student will demonstrate understanding of the political organization of space. (3.2.A)</p> <ol style="list-style-type: none"> <li>1. Assess territorial dimensions of politics including: territoriality; nature, meaning, and influence of boundaries; federal and unitary states; and spatial relationships. (3.2.A.1)</li> </ol> <p>B. The student will demonstrate understanding of cities and urban land use. (3.2.B)</p> <ol style="list-style-type: none"> <li>1. Assess</li> </ol>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (3.3.A)</p> <ol style="list-style-type: none"> <li>1. Evaluate geography as a field of inquiry. (3.3.A.1)</li> <li>2. Assess the evolution of key geographical concepts and models associated with notable geographers. (3.3.A.2)</li> <li>3. Identify key concepts underlying the geography</li> </ol>	<p>A. The student will demonstrate understanding of industrialization and economic development. (3.4.A)</p> <ol style="list-style-type: none"> <li>1. Assess contemporary patterns and impacts of industrialization and development including: spatial organization of the world economy; variations in levels of development; deindustrialization and economic restructuring; pollution, health, and quality of life; industrialization, environmental change, and sustainability; local development</li> </ol>	<p>A. The student will demonstrate understanding of industrialization and economic development (3.5.A)</p> <ol style="list-style-type: none"> <li>1. Assess built environment and social space including: models of internal city structure in North America and around the world; transportation and infrastructure; political organization of urban areas; urban planning</li> </ol>

cities and urban land use. (3.1.B)

1. Analyze the origin and evolution of cities including: historical patterns of urbanization; rural-urban migration and urban growth; global cities and megacities; models of urban systems. (3.1.B.1)

built environment and social space including: models of internal city structure in North America and around the world; transportation and infrastructure; political organization of urban areas; urban planning and design; patterns of race, ethnicity, gender, and socioeconomic status; uneven development

ical perspectives: location, space, place, scale, pattern, regionalization, and globalization. (3.3.A.3)

4. Demonstrate key geographical skills: utilize maps and data; interpret associations among places; evaluate relationships among patterns; evaluate the regionalization process; and analyze

initiatives; government policies; globalization and international division of labor. (3.4.A.1)

**B. The student will demonstrate understanding of cities and urban land use. (3.4.B)**

1. Analyze the origin and evolution of cities including: historical patterns of urbanization; rural-urban migration and urban growth; global cities and megacities; and models of urban systems. (3.4.B.1)
2. Evaluate the functional character of contemporary cities including: changing

and design; patterns of race, ethnicity, gender, and socioeconomic status; uneven development, ghettoization, and gentrification; impacts of suburbanization and edge cities. (3.5.A.1)

ent,  
ghettoization, and  
gentrification;  
impacts of  
suburbanization and  
edge  
cities.  
(3.2.B.1)

- interconnectedness among places.  
(3.3.A.4)
5. Assess new geographic technologies: GIS/GPS.  
(3.3.A.5)
6. Evaluate sources of geographical ideas and data.  
(3.3.A.6)

- employment mix; and changing demographic and social structures.  
(3.4.B.2)
3. Assess built environment and social space including: models of internal city structure in North America and around the world; transportation and infrastructure; political organization of urban areas; urban planning and design; patterns of race, ethnicity, gender, and socioeconomic status; uneven development, ghettoization, and gentrification; impacts of



**suburbanization and edge cities.  
(3.3.B.3)**

**Possible Sources of Studies**

- *The Cultural Landscape: An Introduction to Human Geography, 9th Edition, James M. Rubenstein*
- *Pearson Education, AP Test Prep Series, AP Human Geography, for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, John Phillip Anthony Hurt, Shanna L. Hurt*

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Theme 4: Economics, Agriculture, Industry, and Services					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
<b>Key Concepts and Understandings</b>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (4.1.A)</p> <ol style="list-style-type: none"> <li>1. Assess the evolution of key geographical concepts and models associated with notable geographers. (4.1.A.1)</li> </ol> <p>B. The student will demonstrate understanding of agricultural and rural land use. (4.1.B)</p> <ol style="list-style-type: none"> <li>1. Analyze the development and diffusion of agriculture including: Neolithic agricultural revolution; and the</li> </ol>	<p>A. The student will demonstrate understanding of the political organization of space. (4.2.A)</p> <ol style="list-style-type: none"> <li>1. Assess territorial dimensions of politics including: territoriality; nature, meaning, and influence of boundaries; federal and unitary states; and spatial (4.2.A.1)</li> <li>2. Analyze</li> </ol>	<p>A. The student will demonstrate knowledge of the nature and perspectives of geography. (4.3.A)</p> <ol style="list-style-type: none"> <li>1. Identify key concepts underlying the geographical perspectives: location, space, place, scale, pattern, regionalization, and globalization. (4.3.A.1)</li> <li>2. Demonstrate key geographical skills: utilize maps and</li> </ol>	<p>A. The student will demonstrate understanding of the political organization of space. (4.4.A)</p> <ol style="list-style-type: none"> <li>1. Assess territorial dimensions of politics including: territoriality; nature, meaning, and influence of boundaries; federal and unitary states; and spatial (4.4.A.1)</li> </ol> <p>B. The student will demonstrate understanding of agricultural and rural land use. (4.4.B)</p> <ol style="list-style-type: none"> <li>1. Analyze the development and diffusion of agriculture including: Neolithic agricultural revolution; Second Agricultural Revolution. (4.4.B.1)</li> <li>2. Identify major agricultural production regions in terms of: agricultural systems associated with major bioclimatic zones; variations within major zones and effects of markets; and linkages and flows among regions of food production and</li> </ol>	

	<p>Second Agricultural Revolution (4.1.B.1)</p> <p>2. Evaluate rural land use and settlement patterns including: models of agricultural land use, including von Thünen's model. (4.1.B.2)</p>	<p>changes in political-territorial arrangements including: nature of sovereignty; fragmentation, unification, alliance; supranationalism and devolution; and electoral geography. (4.2.A.2)</p>	<p>data; interpret association among places; evaluate relationships among patterns; evaluate the regionalization process; and analyze interconnectedness among places. (4.3.A.2)</p> <p>3. Evaluate sources of geographical ideas and data. (4.3.A.3)</p> <p>B. The student will demonstrate understanding of agricultural and rural land use. (4.3.B)</p> <p>1. Evaluate rural land use and settlement patterns</p>	<p>consumption. (4.4.B.2)</p> <p>3. Evaluate rural land use and settlement patterns including: models of agricultural land use, including von Thünen's model; settlement patterns associated with major agriculture types; and land use/land cover change including desertification and deforestation. (4.4.B.3)</p> <p>4. Assess modern commercial agriculture including: Third agricultural revolution; Green Revolution; biotechnology; spatial organization and diffusion of industrial agriculture; and future food supplies and environmental impacts of agriculture. (4.4.B.4)</p> <p>C. The student will demonstrate understanding of industrialization and economic development. (4.4.C)</p> <p>1. Evaluate the growth and diffusion of industrialization including: the changing roles of energy and technology; Industrial Revolution; evolution of economic cores and peripheries; geographic</p>	
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including:  
models of  
agricultural  
land use,  
including  
von  
Thünen's  
model.  
(4.3.B.1)

2. Assess  
modern  
commercial  
agriculture  
including  
the Third  
agricultural  
revolution.  
(4.3.B.2)

**critiques of models of  
economic localization,  
industrial location,  
economic development,  
and world systems.  
(4.4.C.1)**

2. **Assess contemporary  
patterns and impacts of  
industrialization and  
development including:  
spatial organization of  
the world economy;  
variations in levels of  
development;  
deindustrialization and  
economic restructuring;  
pollution, health, and  
quality of life;  
industrialization,  
environmental change,  
and sustainability; local  
development initiatives  
and government  
policies; and  
globalization and  
international division of  
labor. (4.4.C.2)**

### Possible Sources of Studies

- *The Cultural Landscape: An Introduction to Human Geography, 9th Edition, James M. Rubenstein*
- *Test Item File for The Cultural Landscape: An Introduction to Human Geography, 9th Edition, Robert E. Nunley, Bernard O. Williams*
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**Use the following Social Science Tools for Themes 1-4**

**Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:**

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- take informed action based on their learning.

	<b>1. History</b>	<b>2. Government</b>	<b>3. Geography</b>	<b>4. Economics</b>	<b>5. People, Groups, Cultures</b>
<b>Disciplinary Tools and Sources</b>	<p>A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A)</p> <p>B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B)</p> <p>C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C)</p> <p>D. Explain connections among historical context and perspectives at the time. (1.D)</p>	<p>A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A)</p> <p>B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)</p> <p>C. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.C)</p>	<p>A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions. (3.A)</p>	<p>A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A)</p> <p>B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)</p>	<p>A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A)</p> <p>B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B)</p> <p>C. Describe how perspectives share the sources/ artifacts created. (5.C)</p>