

SYLLABUS DEVELOPMENT GUIDE

AP[®] Human Geography

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP Human Geography Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The students and teacher have access to a college-level human geography textbook, maps, atlases and other resource materials including data sources, case studies, mapping resources, and news media.	<i>See page:</i> 3
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description.	<i>See page:</i> 5
CR3	The course provides opportunities to develop student understanding of the big ideas of the course.	<i>See page:</i> 7
CR4	The course provides opportunities for students to develop the skills in Skill Category 1: Concepts and Processes.	<i>See page:</i> 9
CR5	The course provides opportunities for students to develop the skills in Skill Category 2: Spatial Relationships.	<i>See page:</i> 10
CR6	The course provides opportunities for students to develop the skills in Skill Category 3: Data Analysis.	<i>See page:</i> 11
CR7	The course provides opportunities for students to develop the skills in Skill Category 4: Source Analysis.	<i>See page:</i> 12
CR8	The course provides opportunities for students to develop the skills in Skill Category 5: Scale Analysis.	<i>See page:</i> 13

Curricular Requirement 1

The students and teacher have access to a college-level human geography textbook, maps, atlases and other resource materials including data sources, case studies, mapping resources, and news media.

Required Evidence

- ☐ The syllabus must cite the title, author, and publication date of a college-level human geography textbook.
- AND
- ☐ The syllabus must demonstrate that teachers and students have access to maps and atlases and include at least one example of sources in each of the following categories:
 1. text-based qualitative sources
 2. quantitative sources
 3. visual sources

Samples of Evidence

1. The syllabus lists the textbook(s) citing the author(s), title, and publication date and/or edition. For example:

Fouberg, Erin, Alexander Murphy, and Harm deBlij. *Human Geography: People, Places and Culture*. 11th Edition, Wiley and Sons, 2015

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 11th ed. Upper Saddle River, NJ: Prentice Hall, 2014.

The syllabus includes additional resources that both teachers and students will have access to during the course such as:

Maps

Goode's World Atlas

Nystrom World Atlas

Data Sources

Population Reference Bureau <https://www.prb.org/>

US Census Bureau <https://www.census.gov/>

Worldmapper.org <https://worldmapper.org/>

Case Studies

The Choices Program Brown University

Mapping Resources

ArcGIS Online – Human Geography GeoInquiries

<https://www.arcgis.com/apps/MapAndAppGallery/index.html?appid=cd4ab9e658064db384d1322dbfde2c90>

Mapping Our World <https://www.arcgis.com/home/group.html?id=7279a08d0b544d43b66c23ce59eaa19a#overview>

National Geographic MapMaker <https://mapmaker.nationalgeographic.org/>

Newspapers

Local newspaper

New York Times

Magazines

The Economist <https://www.economist.com/>

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

Time magazine <http://time.com/>

2. The syllabus includes the textbook used in class with the title, author, edition, and publication date.

The syllabus states that additional supplemental resources are available to teachers and students and includes examples such as:

Case studies from *Human Geography in Action*, Kuby, et al. A variety of maps, map sources, and interactive maps

Additional outside primary and secondary source material Data sources including gapminder.org

3. The syllabus cites a college-level human geography textbook from the AP Human Geography example textbook list, and includes examples of other resources such as data sources, websites, mapping resources, videos, and periodicals that will be used to teach the course content and skills.

Curricular Requirement 2

The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description.

Required Evidence

- The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content.

Note: If the syllabus demonstrates a different approach than the units outlined in the *AP Human Geography Course and Exam Description (CED)*, the teacher must indicate where the content of each unit in the CED will be taught.

Samples of Evidence

1. The syllabus indicates that the course follows the unit outline in the CED and includes each of the seven units below:
Unit 1: Thinking Geographically
Unit 2: Population and Migration Patterns and Processes
Unit 3: Cultural Patterns and Processes
Unit 4: Political Patterns and Processes
Unit 5: Agriculture and Rural Land-Use Patterns and Processes
Unit 6: Cities and Urban Land Use Patterns and Processes
Unit 7: Industrial and Economic Development Patterns and Processes
2. The syllabus provides an outline of course content aligned with the corresponding textbook chapters that will be taught in the course. For example, in a course using the 2014 Rubenstein text, the syllabus includes the following in the course outline:

Unit 1: Thinking Geographically

Reading: Chapter 1

Unit 2: Population and Migration Patterns and Processes

Reading: Chapters 2 and 3

Unit 3: Cultural Patterns and Processes

Reading: Chapters 4, 5, and 6

Unit 4: Political Patterns and Processes

Reading: Chapters 7 and 8

Unit 5: Agriculture and Rural Land-Use Patterns and Processes

Reading: Chapter 10

Unit 6: Cities and Urban Land Use Patterns and Processes

Reading: Chapters 12 and 13

Unit 7: Industrial and Economic Development Patterns and Processes

Reading: Chapters 9 and 11

3. The syllabus includes the course content in a different sequence than that represented in the CED and includes an outline of the course content aligned with the corresponding AP unit outline along with textbook chapters and/or additional readings. For example, in a course using the 2015 Fouberg text, the syllabus includes the following in the course outline:

Unit	AP Unit	Chapters
Thinking Geographically	1	Ch. 1, 13
Population and Migration	2	Ch. 2–3
Cultural Patterns and Processes	3	Ch. 4–7
Economic Systems and Patterns/ Agriculture and Industry	5, 7	Ch. 10–12, 14
Urban Geography	6	Ch. 9
Political Geography	4	Ch. 8

Curricular Requirement 3

The course provides opportunities to develop student understanding of the big ideas of the course.

Required Evidence

- The syllabus must briefly describe three student activities, one for each of the three big ideas. Each activity must be labeled with the related big idea.

Samples of Evidence

1. Students engage regularly with the big ideas in activities throughout the course. For example:

Unit 1 Thinking Geographically

Topic 1.7 Regional Analysis

SPS-1. A.2 and 1.A.3

Students will read about and discuss how geographers focus on scale using different types of regions including formal, functional, and perceptual. **(Big Idea 3: Spatial Processes and Societal Change)**

Resources:

“Defining Geographic Scales,” Rubenstein (<https://apcentral.collegeboard.org/pdf/ap-sf-human-geo-scale.pdf?course=ap-human-geography>)

“Map Scale and Projections,” Phillip C. Muehrcke from Rubenstein text

Unit 5 Agriculture and Rural Land-Use Patterns and Processes

Topic 5.12 Women in Agriculture

IMP-5. C.1

Students will work in groups to discuss the role of women in agriculture by answering the released 2018 free-response question no. 1: Percent of Women in the Labor Force Working in Agriculture. **(Big Idea 2: Impacts and Interactions)**

Resources:

College Board 2018 Free-Response Question

Unit 6 Cities and Urban Land-Use Patterns and Processes

Topic 6.2 Cities Across the World

PSO-6. A.3 Students investigate the locations of current megacities, the changes in the urban areas of those cities over time, and the locations of future megacities. **(Big Idea 1: Patterns and Spatial Organization)**

Resources:

The Age of Megacities Story Map, by Esri http://storymaps.esri.com/stories/2014/growth-of-cities/?utm_source=fbia

2. The syllabus includes at least one example activity explicitly related to each big idea, such as:

Big Idea 1: Students participate in fieldwork, which could be on the school grounds, a local shopping mall, an urban community, a rural region, or other space. Student activities may include collecting and analyzing data, identifying landscape patterns or architectural styles, identifying movement, and creating maps. **(PSO)**

Big Idea 2: Students watch *Inside North Korea* by National Geographic. Students summarize major points of the documentary and discuss the complex balance of power within North Korea. **(IMP)**

Big Idea 3: Students map and define formal, functional, and perceptual/vernacular regions within the United States or Canada. Students compare their regions with those of classmates and discuss how regions can change over time. **(SPS)**

3. The syllabus includes a section describing how the big ideas are used in the course and an example activity demonstrating how students engage with each big idea to make meaningful connections across course concepts.

Curricular Requirement 4

The course provides opportunities for students to develop the skills in Skill Category 1: Concepts and Processes, as outlined in the AP Course and Exam Description.

Required Evidence

- ☐ The syllabus must provide a brief description of one or more instructional approaches (e.g., activity or assignment) in which students analyze geographic theories, approaches, concepts, processes, or models in theoretical and/or applied contexts.
- ☐ The description must be labeled with the skill(s) and/or skill category.

Clarifying Terms

Processes: successions of events, such as spatial diffusion, that lead to transformations of the cultural landscape.

Samples of Evidence

1. The syllabus includes activities comparing geographic concepts, processes, models, and theories. For example:

Students describe characteristics of federal and unitary states. Then, using a Venn diagram, students compare their similarities and differences. **(Skill 1.A, 1.C)**

2. The syllabus includes an activity applying two models, concepts, or theories. For example:

Using Google Maps and working in teams, students explain which urban model (Burgess, Hoyt, and Ullman) is most applicable to their selected city. They then explain the limitations of the models and how they have changed over time. **(Skill 1.B, 1.E)**

3. **Unit 2 Population and Migration Patterns and Processes**

Topic: 2.11 Forced and Voluntary Migration

Skill 1.D

Lost Boys of Sudan

Video and Mapping Activity <https://www.nationalgeographic.org/activity/god-grew-tired-of-us-mapping-migration-lost-boys/>

Students describe the concepts of migration and refugees in this activity. While viewing the video, students map the path of the refugees at different scales from Sudan to the United States.

Curricular Requirement 5

The course provides opportunities for students to develop the skills in Skill Category 2: Spatial Relationships, as outlined in the AP Course and Exam Description.

Required Evidence

- ☐ The syllabus must provide a brief description of one or more instructional approaches (e.g., activity or assignment) in which students analyze geographic patterns, relationships, and/or outcomes in applied contexts.
- ☐ The description must be labeled with the skill(s) and/or skill category.

Clarifying Terms

Geographic patterns: spatial arrangements of phenomena on the surface of the Earth.

Spatial relationships: the relationship or connections of geographic phenomena across the landscape.

Samples of Evidence

1. Using the maps from 2011 FRQ no. 3, students describe the spatial patterns within each map and the relationship between foreign and domestic automakers. Students then explain the significance of the change in geographic distribution of automakers before and after 1986. **(Skills 2.B, 2.D)**
2. **Sports League Expansion Project:**
Using US Census data, students recommend eight cities in which to expand the NFL. One city will be added to each of the eight NFL divisions. Students will produce a map of the United States with existing NFL cities as well as the expansion cities. Students are asked to explain and justify their choice of the expansion cities. **(Skill 2.A, 2.C)**
3. In small groups, students discuss population increase and checks on population growth from a Malthusian perspective. Groups then research alternative viewpoints to Malthusian theory in preparation for a class debate on the merits of the theory versus alternative viewpoints in different geographic contexts in the present day (e.g., more developed versus less developed countries). **(Skill 2.E)**

Curricular Requirement 6

The course provides opportunities for students to develop the skills in Skill Category 3: Data Analysis, as outlined in the AP Course and Exam Description.

Required Evidence

- The syllabus must provide a brief description of one or more instructional approaches (e.g., activity or assignment) in which students analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and/or infographics.
- The syllabus must identify the source(s) used in the activity. The description must be labeled with the skill(s) and/or skill category.

Clarifying Terms

Quantitative geographic data: numerical geographic data collected and displayed in sources such as charts, graphs, and maps.

Samples of Evidence

1. Students use census and survey data from their metropolitan area over the past 50 years to identify trends and patterns in population size and composition. They then make comparisons with data from a similar-sized metropolitan area in a different region to compare trends in each area over time and to draw conclusions about similarities and differences. (**Skills 3.A, 3.C, 3.D**)
2. **Unit 7 Industrial and Economic Development Patterns and Processes**
Topic 7.3 Measures of Development **Skill 3.E**
Using data from the Human Development Reports website, students choose two countries from different HDI categories. Students then select six indicators that they believe best exemplify the human development differences between countries. Students write an overview of the differences in the quality of life in their two countries based on the indicators and explain what the data imply about economic development patterns and processes in each country as well as the larger region in which each is situated.
3. **Unit 2 Population and Migration Patterns and Processes**
Topics: 2.4 Population Dynamics; 2.8 Women and Demographic Change **Skills 3.B, 3.D, 3.F**
 1. Using data and maps from the Population Reference Bureau's website worldpopdata.org, students create a table to record data such as: infant mortality rate, total fertility rate, GNI per capita, percent urban, and married women using contraceptives from countries across different regions of the world.
 2. Individually or as a group, students complete a quick-write to describe the patterns in the maps or data (e.g., map of infant mortality rate) in order to draw conclusions about the level of development in each region.
 3. As a class, students are then asked to consider the limitation of these data and to identify what the data do not reveal about each country.

Curricular Requirement 7

The course provides opportunities for students to develop the skills in Skill Category 4: Source Analysis, as outlined in the AP Course and Exam Description.

Required Evidence

- ❑ The syllabus must provide a brief description of one or more instructional approaches (e.g., activity or assignment) in which students analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and/or landscapes.
- ❑ The syllabus must describe the source(s) used in the activity. The description must be labeled with the skill(s) and/or skill category.

Clarifying Terms

Qualitative geographic information: non-numerical geographic data represented in sources such as maps, satellite images, photographs, and cartoons.

Samples of Evidence

1. The syllabus includes a variety of activities in which students identify the different types of information presented in maps, images, or landscapes and describe the patterns presented in these sources. For example, students respond to FRQ no. 3 from the 2016 exam and, in a follow-up discussion, compare the level of agricultural inputs (e.g., resources, labor, machinery) based on the photos. **(Skills 4.A, 4.D, 4.E)**
2. Referencing maps from the course textbook, students produce their own maps of world religions, including place of origin and paths and types of diffusion. Students then identify images online or through field data collection to explain how landscapes illustrate processes of diffusion. **(Skill 4.E)**

3. Unit 2 Population and Migration Patterns and Processes

Topic 2.1 Population Distribution

Skills 4.B, 4.C, 4.F

Students view a population growth video and map to describe and explain trends in world population growth. Students then explore and discuss the impacts of population growth and distribution over time. Students are also asked to identify some limitations of the video and what the map in the video does not show.

Population Education, 2019 (<https://worldpopulationhistory.org/map/1/mercator/1/0/25/>)

Curricular Requirement 8

The course provides opportunities for students to develop the skills in Skill Category 5: Scale Analysis, as outlined in the AP Course and Exam Description.

Required Evidence

- ☐ The syllabus must provide a brief description of one or more instructional approaches (e.g., activity or assignment) in which students analyze geographic theories, approaches, concepts, processes, and/or models across geographic scales to explain spatial relationships.
- ☐ The description must be labeled with the skill(s) and/or skill category.

Clarifying Terms

Geographic scales: size of study area—may involve all the earth (global); a very limited area (local scale) such as a neighborhood or municipality; or something in between (regional or national scales).

Samples of Evidence

1. Unit 5: Agriculture and Rural Land-Use Patterns and Processes

Topic 5.8 Von Thünen Model **Skills 5.B, 5.D**

In a group activity, students describe the Von Thünen model and how it explains land-use patterns of agriculture production. Students then apply the model to the contemporary distribution of agriculture at local, regional, and global scales to explain the extent to which the model effectively explains the distribution of agriculture across scales.

2. Using the *New York Times*' interactive 2016 election map, "An Extremely Detailed Map of the 2016 Election," and national, state, and county election results, students will discuss the meaning of a political bubble and patterns of political bubbles, and then, using evidence from the election maps, respond to the following: Do you live in a political bubble? Why or why not? Why is it important to look at data from different scales? (**Unit 4; Skill 5.A, 5.C**)

3. As a class, brainstorm possible responses to each part of the following free-response question (FRQ no. 1, 2014 exam). Then, in pairs, students construct their answers and share their responses with the class for discussion.

Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein's three-part world system theory are two of the more common economic development models.

- A. Identify and compare three differences between the stages of economic growth and the core-periphery model.
- B. Use one of the two models to explain the level of economic development in either Mexico or Brazil.
- C. Give two examples of how the core-periphery concept can be applied below the national scale. (**Skills 5.C, 5.D**)