



**ADVANCED PLACEMENT HUMAN GEOGRAPHY  
GRADES 10-12**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Advanced Placement Human Geography introduces students to the study of the patterns and processes that have shaped human use of the Earth's surface. Topics explored include the nature and perspectives of geography, including population, political, economic, and urban geography. Students use the process of geographic inquiry to explore patterns of land use and cultural landscapes. Extensive reading and writing is required. Students are expected to take the Advanced Placement Human Geography Examination in May. Students who do not take the Advanced Placement exam will take the World Geography Standards of Learning test. College credit may be granted, subject to the requirements of the college or university.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

World History and Geography, Part II  
Advanced Placement European History

**REQUIRED STUDENT TEXTBOOK**

*The Cultural Landscape: An Introduction to Human Geography*, 8th edition (Prentice Hall, 2005)  
*Human Geography in Action*, 4<sup>th</sup> edition (Wiley, 2006)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

For more information on this or any other Advanced Placement course, visit College Board Online at [www.collegeboard.org](http://www.collegeboard.org).

# **THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ADVANCED PLACEMENT HUMAN GEOGRAPHY COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM**

## **TOPICS OF STUDY**

### **Unit 1: Geography Its Nature and Perspectives**

- Describe the various traditions of geographic inquiry.
- Distinguish among the types of geography.
- Identify the basic questions geographers use to interpret the world around them.
- Use the tools of geographers to analyze and describe the world.
- Investigate attributes of maps and the science of cartography.
- Identify the variety of perspectives communicated in maps.
- Explain how geographers use the concept of region to simplify the world for study.
- Explain how the study of a cultural trait can be affected by the scale of analysis.
- Identify the various types of diffusion and use them to describe and compare the spread of cultural traits.

### **Unit 2: Population**

- Describe the patterns of population distribution in the past and present.
- Identify and explain factors that influence the distribution of population.
- Distinguish among the types of population density.
- Interpret population pyramids and describe the demographic composition of a country.
- Identify characteristics of the stages of the demographic transition model.
- Apply the demographic transition model to countries in the world today.
- Explain factors that influence population change.
- Calculate and explain the significance of population growth rates.
- Explain the factors that influence negative population growth rates.
- Predict the consequences of population growth on a country's resources and ability to develop their economy.
- Identify and describe the various types of migration.
- Explain the various factors that influence migration.
- Describe the changes in the cultural landscape due to migration patterns.
- Describe the environmental, human, and geopolitical consequences of population change.
- Evaluate migration theories, e.g., Ravenstein.

### **Unit 3: Cultural Patterns and Processes**

- Evaluate characteristics of culture and their implications for geographic analysis.
- Distinguish between folk and popular culture.
- Apply geographic terminology to describe the spatial distribution and diffusion of cultural traits.
- Analyze the patterns of distribution of various languages of the world today.
- Identify major language hearths and the relative number of speakers associated with each of the major language families.
- Describe the characteristics of an ethnic group and explain how ethnicity can be a unifying or divisive factor.
- Distinguish between ethnic and universalizing religions.
- Analyze the patterns of distribution of the major religions of the world.
- Analyze the imprint of language, religion, and ethnicity on the cultural landscape.
- Explain how housing reflects elements of culture and the physical environment.

### **Unit 4: Political Organization of Space**

- Describe the characteristics of a state.
- Analyze the types of political boundaries and their significance.
- Analyze the shapes of states and assess their potential for predicting the viability of a state.
- Analyze centripetal and centrifugal forces within states.
- Identify and describe the role of social, political, and economic international organizations.
- Assess the role of ethnicity in political, economic, and environmental conflicts.
- Describe the role of colonialism and imperialism in the development of modern states.

### **Unit 5: Agricultural and Rural Land Use**

- Describe the origin, development, and diffusion of agriculture.
- Explain the relationship among agricultural activity, topography, and climate.
- Distinguish among the various types of agriculture.
- Evaluate the consequences of new technologies and agricultural practices at a variety of scales.
- Describe the competition between agricultural and other types of land use.

- Investigate and apply agricultural models, e.g., Von Thunen.

### **Unit 6: Industrialization and Economic Development**

- Describe the relationship between the distribution of resources and economic activity.
- Describe various levels of economic activity, e.g., primary, secondary, tertiary, and quaternary.
- Assess the role of transportation networks in the development of industrial activity.
- Investigate and apply models of industrial location, e.g., Weber.
- Describe contemporary patterns of industrialization and economic development.
- Assess changing patterns of industrialization and “post-industrial” economies.
- Assess the applicability of models of economic development, e.g., Rostow.
- Describe factors used to assess economic development.

### **Unit 7: Cities and Urban Land Use**

- Describe the relationship between the distribution of resources and human settlements.
- Compare the functions of early and contemporary cities.
- Identify major urban areas of the past and present.
- Describe the attributes of urban areas in terms of site and situation.
- Describe the historical patterns of urbanization and the role of transportation networks in the development of cities.
- Apply the concept of urban hierarchy to the analysis of cities within a country or region.
- Analyze patterns of urban organization, e.g., concentric zone model, sector model, multiple nuclei model, European, and Latin American city models.
- Investigate models that describe and predict patterns of settlement distribution, e.g., Christaller, gravity model.
- Apply the concepts of distance decay to location of urban areas and associated economic activities.
- Describe the processes of change in American urban areas, e.g., decline of the central city, gentrification, and urban renewal
- Assess the impact of suburbanization of the creation of edge cities in the United States .

### **CITIZENSHIP GOALS**

- Working cooperatively with classmates to accomplish tasks and solve problems
- Valuing democratic traditions and respecting the rights, values, and property of others

- Appreciating the heritage of Human Geography and its contributions to American democratic institutions, values, and beliefs
- Recognizing the power of an individual to make a difference
- Accepting responsibility for class work and personal behavior
- Managing time and tasks efficiently and productively
- Accepting the rights and responsibilities of citizenship
- Keeping informed on current issues and events
- Participating in school elections and community service projects

### **SKILLS**

- **Study Skills**
  - Taking organized and useful notes from lectures, discussions, and various printed sources of information
  - Using varied and diverse sources of information when researching a topic or issue
  - Preparing a bibliography
- **Chart/Graph Skills**
  - Drawing inferences from varied charts, graphs, tables, and time lines
  - Using and creating charts, graphs, and tables to organize, display, and depict historical data
- **Map/Globe Skills**
  - Locating historic and contemporary sites on maps
  - Making and interpreting special purpose maps
  - Determining distance and direction on maps
- **Problem-Solving/Decision-Making Skills**
  - Applying the problem-solving process to investigate key decisions and turning points in Human Geography
  - Evaluating the decision-making and problem-solving processes of key historical leaders
  - Identifying alternative courses of action and predicting likely consequences of each
  - Evaluating the impact of modern Human Geography on other world regions and international relations
- **Critical Thinking Skills**
  - Distinguishing between causes and effects
  - Distinguishing between fact and opinion, recognizing propaganda, and detecting author bias
  - Assessing the validity of differing historical interpretations
  - Examining art, music, and literature as aesthetic, cultural, and historical expressions
  - Investigating the relationship between the arts and society
- **Communication Skills**
  - Preparing oral and written reports, projects, and

- presentations
- Expressing ideas orally and in writing
  - Contributing ideas and suggestions to class discussion
  - Reading for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, to form opinions, and to skim for facts
  - Restating major ideas of a complex topic in concise form
  - Writing papers analyzing historical issues or topics
  - Collecting, analyzing, and evaluating historical information related to an issue, or question; drawing conclusions from the data; and forming a thesis or hypothesis



## **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

### **MISSION STATEMENT**

**The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.**

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### **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**2512 George Mason Drive P.O. Box 6038  
Virginia Beach, VA 23456-0038**

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