Advanced Placement Human Geography

CURRICULUM/CONTENT AREA	COURSE LENGTH
Social Studies	*1 term*
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	*2016* 2021
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
N/A	*July 13, 2021*

PRIMARY RESOURCES

The use of primary and secondary sources are built in each unit to support the course skills. The course skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.
-and-
AP Classroom- the online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of resources and tools including Unit Guides, Personal Progress Checks, Progress Dashboard, and AP Question Bank.
-and-
The Cultural Landscape: An Introduction to Human Geography (Pearson) - approved and adopted 6/13/17

SECONDARY RESOURCES *may include but are not limited to...*

Pew Research Center	*The National Geologic Map Database*
Gapminder	*Worldmapper*

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The 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.

BIG IDEAS *serve as the foundation of the course and students develop understanding as they spiral throughout the course.*	**ESSENTIAL QUESTIONS** *are thought-provoking questions that motiviate students and inspire inquiry*
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.***	Why do geographers study relationships and patterns among and between places?
	How does where and how people live impact global cultural, political, and economic patterns?
	How does where people live and what resources they have access to impact their cultural practices?
	How do historical and current events influence political structures around the world?
	How do a people's culture and the resources available to them influence how they grow food?
	How do physical geography and resources impact the presence and growth of cities?
	Why does economic and social development happen at different times and rates in different places?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) ***Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions.***	How do geographers use maps to help them discover patterns and relationships in the world?
	How does the interplay of environmental, economic, cultural, and political factors influence changes in population?
	How does the interaction of people contribute to the spread of cultural practices?
	How are balances of power reflected in political boundaries and government power structures?
	How does what people produce and consume vary in different locations?
	How are the attitudes, values, and balance of power of a population reflected in the built landscape?

	How might environmental problems stemming from industrialization be remedied through sustainable development strategies?
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.***	How do geographers use a spatial perspective to analyze complex issues and relationships?
	How do changes in population affect a place's economy, culture, and politics?
	How and why do cultural ideas, practices, and innovations change or disappear over time?
	What kind of cultural changes and technological advances have impacted the way people grow and consume food?
	How are urban areas affected by unique economic, political, cultural, and environmental challenges?
	Why has industrialization helped improve standards of living while also contributing to geographically uneven development?
COURSE SKILLS *The course skills are central to the study and practice of human geography. Students have the opportunity to develop and apply the described skills on a regular basis over the span of the course.*	
SKILL CATEGORY 1: CONCEPTS AND PROCESSES ***Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.***	1.A. I can describe geographic concepts, processes, models, and theories.
	1.B. I can explain geographic concepts, processes, models, and theories.
	1.C. I can compare geographic concepts, processes, models, and theories.
	1.D. I can describe a relevant geographic concept, process, model, or theory in a specified context.
	1.E. I can explain strengths, weaknesses, and limitations of different geographic models and theories in a specified context.
SKILL CATEGORY 2: SPATIAL RELATIONSHIPS ***Analyze geographic patterns, relationships, and outcomes in applied contexts.***	2.A. I can describe spatial patterns, networks, and relationships.
	2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
	2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

	2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.
	2.E. I can explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
SKILL CATEGORY 3: DATA ANALYSIS ***Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellte images, and infographics.***	3.A. I can identify different types of data presented in maps and in quantitative and geospatial data.
	3.B. I can describe spatial patterns presented in maps and in quantitative and geospatial data.
	3.C. I can explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
	3.D. I can compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
	3.E. I can explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
	3.F. I can explain possible limitations of the data provided.
SKILL CATEGORY 4: SOURCE ANALYSIS ***Analyze and interpret qualitative geographic information represented in maps, images (e.g. satellite, photographs, cartoons), and landscaptes.***	4.A. I can identify the different types of information presented in visual sources.
	4.B. I can describe the spatial patterns presented in visual sources.
	4.C. I can explain patterns and trends in visual sources to draw conclusions.
	4D I can compare patterns and trends in visual sources and draw conclusions
	4.E. I can explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
	4.F. I can explain possible limitations of visual sources provided.
SKILL CATEGORY 5: SCALE ANALYSIS ***Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.***	5.A. I can identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
	5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

	5.C. I can compare geographic characteristics and processes at various scales.
	5.D. I can explain the degree to which a geographic concepts, process, model, or theory effectively explains geographic effects across various geographic scales.

Unit 1: Thinking Geographically	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.*	Why do geographers study relationships and patterns among and between places?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions.	How do geographers use maps to help them discover patterns and relationships in the world?
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.	How do geographers use maps to help them discover patterns and relationships in the world?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
Introduction to Maps & Geographic Data 3.A. I can identify different types of data presented in maps and in quantitative and geospatial data.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
The Power of Geographic Data 3.B. I can describe spatial patterns presented in maps and in quantitative and geospatial	
Spatial Concepts 3.B. I can describe spatial patterns presented in maps and in quantitative and geospatial	
Human-Environmental Interaction 1.B. I can explain geographic concepts, processes, models, and theories.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Scales of Analysis 5.A. I can identify the scales of analysis presented by maps, quantitative and geospatial	
Regional Analysis 1.A. I can describe geographic concepts, processes, models, and theories.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**
IMP-1 Geographers use maps and data to depict relationships of time, space, and scale. -I can identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.	IMP-1.A.1: Types of maps include refernence mpas and thematic maps. IMP-1.A.2:Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation. IMP-1.A.3: All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.

IMP-1 Geographers use maps and data to depict relationships of time, space, and scale. -I can identify different methods of geographic data collection.	IMP-1.B.1: Data may be gathered in the field by organizations or by individuals. IMP-1.B.2: Geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization. IMP-1.B.3: Spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation.
IMP-1 Geographers use maps and data to depict relationships of time, space, and scale. I can explain the geographical effects of decisions made using geographical information.	IMP-1.C.1: Geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business, and organizational, and governmental decision making purposes.
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns. -I can define major geographic concepts that illustrate spatial relationships.	PSO-1.A.1: Spatial concepts include absolute and relative location, space, place, flows, distance decay, time-space compression, and pattern.
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns. -I can explain how major geographic concepts illustrate spatial relationships.	PSO-1.B.1: Concepts of nature and society include sustainability, natural resources, and land use. PSO-1.B.2: Theories regarding interaction of the natural environment with human societies have evolved from environmental determinism to possibilism.
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns. -I can define scales of analysis used by geographers. -I can explain what scales of analysis reveal	PSO-1.C.1: Scales of analysis include global, regional, national, and local. PSO-1.D.1: Patterns and processes at different scales reveal variations in, and different interpretations of, data.
SPS-1 Geographers analyze complex issues and relationships with a distinctively spatial perspective. -I can describe different ways that geographers define regions.	SPS-1.A.1: Regions are defined on the basis of one or more unifying characteristics or on patterns of activity. SPS-1.A.1: Types of regions include formal, functional, and perceptual/vernacular. SPS-1.A.3: Regional boundaries are transitional and often contested and overlapping. SPS-1.A.4: Geographers apply regional analysis at local, national, and global scales.

Unit 2: Population and Migration Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	How does where and how people live impact global cultural, political, and economic patterns?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.	How does the interplay of environmental, economic, cultural, and political factors influence changes in population?
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	How do changes in population affect a place's economy, culture, and politics?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
Population Distribution 3.A. I can identify different types of data presented in maps and in quantitative and geospatial data.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Consequences of Population Distribution 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
Population Composition 2.A. I can describe spatial patterns, networks, and relationships.	
Population Dynamics 3.C. I can explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
The Demographic Transition Model 3.B. I can describe spatial patterns presented in maps and in quantitative and geospatial data.	
Malthusian Theory 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Population Policies 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
Women and Demographic Change 3.B. I can describe spatial patterns presented in maps and in quantitative and geospatial data.	
Aging Populations 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	

Causes of Migration 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
Forced and Voluntary Migration 1.D. I can describe a relevant geographic concept, process, model, or theory in a specified context.	
Effects of Migration 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns. -I can identify the factors that influence the distribution of human populations at differnent scales. -I can define methods geographers use to calculate population density. -I can explain the differences between and the impact of methods used to calculate population density.	PSO-2.A.1 Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population. PSO-2.A.2 Factors that illustrate patterns of population distribution vary according to the scale of analysis. PSO-2.B.1 The three methods for calculating population density are arithmetic, physiological, and agricultural. PSO-2.C.1 The method used to calculate population density reveals different information about the pressure the population exerts on the land.
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns. -I can explain how population distribution and density affect society and the environment.	PSO-2.D.1 Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care. PSO-2.D.2 Population distribution and density affect the environment and natural resources; this is known as carrying capacity.
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns. -I can describe elements of population composition used by geographers. -I can explain ways that geographers depict and analyze population composition.	PSO-2.E.1 Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales. PSO-2.F.1 Population pyramids are used to assess population growth and decline and to predict markets for goods and services.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can explain factors that account for contemporary and historical trends in population growth and decline.	IMP-2.A.1 Demographic factors that determine a population's growth and decline are fertility, mortality, and migration. IMP-2.A.2 Geographers use the rate of natural increase and population-doubling time to explain population growth and decline. IMP-2.A.3Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can explain theories of population growth and decline.	IMP-2.B.1 The demographic transition model can be used to explain population change over time. IMP-2.B.2 The epidemiological transition explains causes of changing death rates.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can explain theories of population growth and decline.	IMP-2.B.3 Malthusian theory and its critiques are used to analyze population change and its consequences.

SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics. -I can explain the intent and effects of various population and immigration policies on population size and composition.	SPS-2.A.1 Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies.
SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics. -I can explain how the changing role of females has demographic consequences in different parts of the world.	SPS-2.B.1 Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world. SPS-2.B.2 Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.
SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics. -I can explain the causes and consequences of an aging population.	SPS-2.C.1 Population aging is determined by birth and death rates and life expectancy. SPS-2.C.2 An aging population has political, social, and economic consequences, including the dependency ratio.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can explain how different causal factors encourage migration.	IMP-2.C.1 Migration is commonly divided into push factors and pull factors. IMP-2.C.2 Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can describe types of forced and voluntary migration.	IMP-2.D.1 Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers. IMP-2.D.2 Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors. -I can explain historical and contemporary geographic effects of migration.	IMP-2.E.1 Migration has political, economic, and cultural effects.

Unit 3: Cultural Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	How does where people live and what resources they have access to impact their cultural practices?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions	How does the interaction of people contribute to the spread of cultural practices?
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.	How and why do cultural ideas, practices, and innovations change or disappear over time?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
Introduction to Culture 4.A. I can identify the different types of information presented in visual sources.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Cultural Landscapes 4.B. I can describe the spatial patterns presented in visual sources.	
Cultural Patterns 4.C. I can explain patterns and trends in visual sources to draw conclusions.	
Types of Diffusion 1.D. I can describe a relevant geographic concept, process, model, or theory in a specified context.	
Historical Causes of Diffusion 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Contemporary Causes of Diffusion 5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	

Diffusion of Religion and Language 4.E. I can explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	
Effects of Diffusion 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**
PSO-3Cultural practices vary across geographical locations because of physical geography and available resources. -I can define the characteristics, attitudes, and traits that influence geographers when they study culture.	PSO-3.A.1Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society. PSO-3.A.2Cultural traits include such things as food preferences, architecture, and land use. PSO-3.A.3Cultural relativism and ethnocentrism are different attitudes toward cultural difference.
PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources. -I can describe the characteristics of cultural landscapes. -I can explain how landscape features and land and resource use reflect cultural beliefs and identities.	PSO-3.B.1 Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns. PSO-3.C.1 Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.
PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources. -I can explain patterns and landscapes of language, religion, ethnicity, and gender.	PSO-3.D.1 Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape. PSO-3.D.2 Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.
IMP-3 The interaction of people contributes to the spread of cultural practices. -I can define the types of diffusion.	IMP-3.A.1 Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.
SPS-3 Cultural ideas, practices, and innovations change or disappear over time. -I can explain how historical processes impact current cultural patterns.	SPS-3.A.1 Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca. SPS-3.A.2 Colonialism, imperialism, and trade helped to shape patterns and practices of culture.
SPS-3 Cultural ideas, practices, and innovations change or disappear over time. -I can explain how historical processes impact current cultural patterns.	SPS-3.A.3 Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships. SPS-3.A.4 Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.

IMP-3 The interaction of people contributes to the spread of cultural practices. -I can explain what factors lead to the diffusion of universalizing and ethnic religions.	IMP-3.B.1 Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths. IMP-3.B.2 Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations. IMP-3.B.3 Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused. IMP-3.B.4 Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion. IMP-3.B.5 Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.
SPS-3 Cultural ideas, practices, and innovations change or disappear over time. -I can explain how the process of diffusion results in changes to the cultural landscape.	SPS-3.B.1 Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

Unit 4: Political Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	How do historical and current events influence political structures around the world?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions	How are balances of power reflected in political boundaries and government power structures?
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.	How can political, economic, cultural, or technological changes challenge state sovereignty?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
Introduction to Political Geography 4.A. I can identify the different types of information presented in visual sources.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Political Processes 3.E. I can explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	
Political Power and Territoriality 5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
Defining Political Boundaries 1.D. I can describe a relevant geographic concept, process, model, or theory in a specified context.	
The Function of Political Boundaries 5.D. I can explain the degree to which a geographic concepts, process, model, or theory effectively explains geographic effects across various geographic scales.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Internal Boundaries 5.A. I can identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	
Forms of Governance 2.A. I can describe spatial patterns, networks, and relationships.	
Defining Devolutionary Factors 3.E. I can explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	

Challenges to Sovereignty 5.C. I can compare geographic characteristics and processes at various scales.	
Consequences of Centrifugal and Centripetal Forces 5.C. I can compare geographic characteristics and processes at various scales.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**
PSO-4 The political organization of space results from historical and current processes, events, and ideas. -For world political maps: I can define the different types of political entities.. I can identify a contemporary example of political entities.	PSO-4.A.1 Independent states are the primary building blocks of the world political map. PSO-4.A.2 Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.
PSO-4 The political organization of space results from historical and current processes, events, and ideas. -I can explain the processes that have shaped contemporary political geography.	PSO-4.B.1 The concepts of sovereignty, nationstates, and self-determination shape the contemporary world. PSO-4.B.2 Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries.
PSO-4 The political organization of space results from historical and current processes, events, and ideas. -I can describe the concepts of political power and territoriality as used by geographers.	PSO-4.C.1 Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points. PSO-4.C.2 Territoriality is the connection of people, their culture, and their economic systems to the land.
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. -I can define types of political boundaries used by geographers.	IMP-4.A.1 Types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries.
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. -I can explain the nature and function of international and internal boundaries.	IMP-4.B.1 Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested. IMP-4.B.2 Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference. IMP-4.B.3 Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources. IMP-4.B.4The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones.
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. -I can explain the nature and function of international and internal boundaries.	IMP-4.B.5 Voting districts, redistricting, and gerrymandering affect election results at various scales.
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed. -I can define federal and unitary states. -I can explain how federal and unitary states affect spatial organization.	IMP-4.C.1 Forms of governance include unitary states and federal states. IMP-4.D.1 Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers.

SPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty. -I can define factors that lead to the devolution of states.	SPS-4.A.1 Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism.
SPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty. -I can eSPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty.	SPS-4.B.1 Devolution occurs when states fragment into autonomous regions; subnational politicalterritorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union. SPS-4.B.2 Advances in communication technology have facilitated devolution, supranationalism, and democratization. SPS-4.B.3 Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism. SPS-4.B.4 Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union— can challenge state sovereignty by limiting the economic or political actions of member states.
SPS-4.B.4 -I can explain how the concepts of centrifugal and centripetal forces apply at the state scale.	SPS-4.C.1 Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements. SPS-4.C.2 Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.

Unit 5: Agriculture and Rural Land-Use Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	How do a people's culture and the resources available to them influence how they grow food?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions	How do a people's culture and the resources available to them influence how they grow food?
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.	How do a people's culture and the resources available to them influence how they grow food?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
Introduction to Agriculture 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Settlement Patterns and Survey Methods 4.D. I can compare pattterns and trends in visual sources and draw conclusions	
Agricultural Origins and Diffusions 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
The Second Agricultural Revolution 4D I can compare patterns and trends in visual sources and draw conclusions	
The Green Revolution 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.	
Agriculture Production Regions 2.E. I can explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Spatial Organization of Agriculture 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.	

Von Thunen Model 5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
The Global System of Agriculture 5.D. I can explain the degree to which a geographic concepts, process, model, or theory effectively explains geographic effects across various geographic scales.	
Consequences of Agricultural Practices 2.E. I can explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.	
Challenges of Contemporary Agriculture 4D I can compare patterns and trends in visual sources and draw conclusions	
Women in Agriculture 3.D. I can compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**
3.D. I can compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions. -I can explain the connection between physical geography and agricultural practices.	PSO-5.A.1 Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates. PSO-5.A.2 Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems. PSO-5.A.3Extensive farming practices include shifting cultivation, nomadic herding, and ranching.
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns. -I can identify different rural settlement patterns and methods of surveying rural settlements.	PSO-5.B.1 Specific agricultural practices shape different rural land-use patterns. PSO-5.B.2 Rural settlement patterns are classified as clustered, dispersed, or linear. PSO-5.B.3 Rural survey methods include metes and bounds, township and range, and long lot.
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology. -I can identify major centers of domestication of plants and animals. -I can explain how plants and animals diffused globally.	SPS-5.A.1 Early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America. SPS-5.B.1 Patterns of diffusion, such as Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals.
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology. -I can explain the advances and impacts of the second agricultural revolution.	SPS-5.C.1 New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories.
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology. -I can explain the consequences of the Green Revolution on food supply and the environment in the developing world.	SPS-5.D.1 The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming. SPS-5.D.2 The Green Revolution had positive and negative consequences for both human populations and the environment.

PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns. -I can explain how economic forces influence agricultural practices.	PSO-5.C.1 Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture). PSO-5.C.2 Intensive and extensive farming practices are determined in part by land costs (bid-rent theory).
PSO-5 Availability of resourcces and cultural practices influence agricultural practices and land-use patterns. -I can explain how economic forces influence agricultural practices.	PSO-5.C.3 Large-scale commercial agricultural operations are replacing small family farms. PSO-5.C.4 Complex commodity chains link production and consumption of agricultural products. PSO-5.C.5Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land.
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns. -I can describe how the von Thunen model is used to explain patterns of agricultural production at various scales.	PSO-5.D.1 Von THunen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market: however, regions of specialty farming do not always conform to von Thunen's concentric rings.
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns. -I can explain interdependence among regions of agricultural production and consumption.	PSO-5.E.1 Food and other agricultural products are part of a global supply chain. PSO-5.E.2 Some countries have become highly dependent on one or more export commodities. PSO-5.E.3 The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade.
IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges. -I can explain how agricultural practices have environmental and societal consequences.	IMP-5.A.1 Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts. IMP-5.A.2 Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape. IMP-5.A.3Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose.

IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges. -I can explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.	IMP-5.B.1 Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use. IMP-5.B.2 Patterns of food production and consumption are influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts. IMP-5.B.3 Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization. IMP-5.B.4 The location of food-processing facilities and markets, economies of scale, distribution systems, and government policies all have economic effects on food-production practices.
IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges. -I can explain geographic variations in female roles in food production and consumption.	IMP-5.C.1 The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved.

Unit 6: Cities and Urban Land-Use Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	How do physical geography and resources impact the presence and growth of cities?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions	How are the attititudes, values, and balance of power of a population reflected in the build landscape?
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.	How are urban areas affected by unique economic, political, cultural, and environmental challenges?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
The Origin and Influences of Urbanization 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Cities across the World 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.	
Cities and Globalization 5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
The Size and Distribution of Cities 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
The Internal Structure of Cities 1.E. I can explain strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	
Density and Land Use 3.D. I can compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Infrastructure 3.C. I can explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	

Urban Sustainability 2.C. I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
Urban Data 3.E. I can explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
Challenges of Urban Changes 4.E. I can explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
Challenges of Urban Sustainability 2.D. I can explain the significance of geographic similarities and differences among different locations and/or at different times.

ENDURING UNDERSTANDING & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources. -I can explain the processes that initiate and drive urbanization and suburbanization.	PSO-6.A.1 Site and situation influence the origin, function, and growth of cities. PSO-6.A.2 Changes in transportation and communication, population gorwth, migration, economic development, and government policies influence urbanization.
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources. -I can explain the processes that initiate and drive urbanization and suburbanization.	PSO-6.A.1 Megacities and cetacities are distince spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery. PSO-6.A.4 Processes of suburbanization, sprawl, and decentralization have created new land-use forms- including edge cities, exurbs, and boomburbs--and new challenges.
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources. -I can explain how cities embody processes of globalization.	PSO-6.B.1 World cities function at the top of the world's urban hierachy and drive globalization. PSO-6.B.2 Cities are connected globally by networks and linkages and mediate global processes.
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources. -I can identify the different urban concepts such as hierachy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.	PSO-6.C.1 Principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory.
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources. -I can explain the internal structure of cities using various models and theories.	PSO-6.D.1 Model and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple-nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the build landscapes. -I can explain how low-, medium-, and high- density housing characteristics represent different patterns of residential land use.	IMP-6.A.1 Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.

IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the build landscapes. -I can explain how a city's infrastructure relates to local politics, society, and the environment.	IMP-6.B.1 The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the build landscapes. -I can identify the different urban design initiatives and practices. -I can explain the effects of different urban design intitiatives and practices.	IMP-6.C.1 Sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities. IMP-6.D.1 Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape. -I can explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.	IMP-6.E.1 Quantitative data from census and survey data provide information about changes in population composition and size in urban areas. IMP-6.E.2 Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.
SPS-6 Urban areas face unique economic, political, cultural, and environmental challenges. -I can explain causes and effects of geographic change within urban areas.	SPS-6.A.1 As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discriminaion such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustices; and the growth of disamenity zones or zones of abandonment. SPS-6.A.2 Squatter settlements and conflicts over land tenure within larger cities have increased. SPS-6.A.3 Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements. SPS-6.A.4 Urban renewal and gentrificaiton have both positive and negative consequences. SPS-6.A.5 Functional and geographic fragmentation of governments- the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels- presents challenges in addressing urban issues.

SPS-6 Urban areas face unique economic, political, cultural, and environmental challenges. -I can describe the effectiveness of different attempts to address urban sustainability challenges.	SPS-6.B.1 Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footpring of cities, and energy use. SPS-6.B.2 Responses to urban sustainabilty challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies.

Unit 7: Industrial and Economic Development Patterns and Processes	
BIG IDEAS	**ESSENTIAL QUESTIONS**
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.	Why does economic and social development happen at different times and rates in different places?
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contempory actions	How might environmental problems stemming from industrialization be remedied through sustainable development strategies?
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.	Why has industrialization helped improve standards of living while also contributing to geographically uneven development?
COURSE SKILLS	**ASSESSMENT & FEEDBACK TASKS** *Strategies integrate skills and content and may include but are not limited to....*
The Industrial Revolution 4D I can compare patterns and trends in visual sources and draw conclusions	*Formative strategies: Quickwrite, Critique Reasoning, Debriefing, Discussions (large and small group), map analysis, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, free response essay practice (writing a thesis, providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups), online learning tools.*
Economic Sectors and Patterns 2.B. I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
Measures of Development 3.F. I can explain possible limitations of the data provided.	
Women and Economic Development 3.D. I can compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
Theories of Development 1.E. I can explain strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	*Summative strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based muiltiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.*
Trade and the World Economy 5.B. I can explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
Changes as a Result of the World Economy 4.F. I can explain possible limitations of visual sources provided.	
Sustainable Development 5.D. I can explain the degree to which a geographic concepts, process, model, or theory effectively explains geographic effects across various geographic scales.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	**ESSENTIAL KNOWLEDGE**

SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development. -I can explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.	SPS-7.A.1 Industrialization began as a result of new technologies and was facilitated by the availability of natural resources. SPS-7.A.2 As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures. SPS-7.A.3Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but is has also contributed to geographically uneven development. -I can explain spatial patterns of industrial production and development.	SPS-7.B.1 The different economic sectors- including primary, secondary, tertiary, quaternary, and quinary- are characterized by distinct development patterns. SPS-7.B.2 Labor, transporation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semiperiphery, and periphery locations.
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but is has also contributed to geographically uneven development. -I can describe social and economic measures of development.	SPS-7.C.1 Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates. SPS-7.C.2 Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation. SPS-7.C. 3 The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but is has also contributed to geographically uneven development. -I can explain how and to what extent changes in economic development have contributed to gender parity.	SPS-7.D.1 The roles of women change as countries develop economically. SPS-7.D.2 Although there are more women in the workforce, they do not have equity in wages or employment opportunities. SPS.7.D.3 Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but is has also contributed to geographically uneven development. -I can explain different theories of economic and social development.	SPS-7.E.1 Different theories , such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.
PSO-7 Economic and social development happen at different times and rates in different places. -I can explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.	PSO-7.A.1Complementarity and comparative advantage establish the basis for trade. PSO-7.A.2Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization. PSO-7.A.3Government initiatives at all scales may affect economic development, including tariffs. PSO-7.A.4Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.

PSO-7 Economic and social development happen at different times and rates in different places. -I can explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.	PSO-7.A.5 Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries. PSO-7.A.6 In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and exportprocessing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs. PSO-7.A.7 The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.
IMP-7 Environmental problems stemming from industrialization may be remedied through sustainable development strategies. -I can explain how sustainability principles relate to and impact industrialization and spatial development.	IMP-7.A.1 Sustainable development policies attempt to remedy problems stemming from naturalresource depletion, mass consumption, the effects of pollution, and the impact of climate change. IMP-7.A.2 Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population. IMP-7.A.3The UN's Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.