

## SAMPLE SYLLABUS #1

# AP<sup>®</sup> Human Geography

## Curricular Requirements

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<b>CR1</b>	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
<b>CR2</b>	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 pages:</i> 3, 4, 6, 7, 8, 9, 10
<b>CR3</b>	The course provides opportunities to develop student understanding of the big ideas of the course.	<i>See pages:</i> 5, 8, 9
<b>CR4</b>	The course provides opportunities for students to develop the skills in Skill Category 1: Concepts and Processes.	<i>See pages:</i> 5, 6, 7
<b>CR5</b>	The course provides opportunities for students to develop the skills in Skill Category 2: Spatial Relationships.	<i>See pages:</i> 8, 9
<b>CR6</b>	The course provides opportunities for students to develop the skills in Skill Category 3: Data Analysis.	<i>See pages:</i> 5, 9
<b>CR7</b>	The course provides opportunities for students to develop the skills in Skill Category 4: Source Analysis.	<i>See pages:</i> 4, 11
<b>CR8</b>	The course provides opportunities for students to develop the skills in Skill Category 5: Scale Analysis.	<i>See page:</i> 12

# Advanced Placement Human Geography Sample Syllabus #1

AP® Human Geography is a yearlong course that contains seven units of study as outlined in the 2019 Course and Exam Description (CED) published by the College Board. The units in the CED focus on topics including thinking geographically, population and migration, culture, political geography, agriculture, urban geography, and development and industrialization. Students will have multiple opportunities to apply the information addressed in each unit in activities including note-taking, current events, projects, and formative and summative assessments.

## Course Goal

- “The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints.” (College Board, 2019)

## Course Skills and Big Ideas

- As students progress through the course they develop skills to help them think geographically and make connections between content in the seven units of study.
- There are 5 skill categories addressed in the course: Concepts and Processes, Spatial Relationships, Data Analysis, Source Analysis, and Scale Analysis. (College Board, 2019)
- The big ideas for the course are: 1. Patterns and Spatial Organization (PSO), 2. Impacts and Interactions (IMP), and 3. Spatial Process and Societal Change (SPS). (College Board, 2019)

## Daily Readings

Students are assigned readings from the course textbook. Each unit may consist of one to a few chapters. Current events related to topics in the units will be integrated and discussed often in class as well.

## Student Practice

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

## Assessments

Students have different types of assessments to monitor learning throughout the year. Formative assessments may include daily activities, vocabulary, and reading quizzes. Summative assessments include major projects and an end of unit multiple-choice and FRQ assessment.

## Textbook **CR1**

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

This syllabus incorporates the use of multiple textbooks that are used throughout the year as supplements to the text above.

## Online Resources **CR1**

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

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

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

Population Connection <https://www.populationconnection.org/>

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

*Time Magazine* <http://time.com>

## Online Mapping

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

*Google Earth* <https://www.google.com/earth/>

*National Geographic Mapmaker* <https://mapmaker.nationalgeographic.org/>

## Unit Topics and Lessons

Unit topic descriptions below include elements of the enduring understanding, learning objectives, and essential knowledge details as outlined in the 2019 AP Human Geography Course and Exam Description: Course Framework. Page numbers reflect chapter readings from the assigned textbook.

## Unit 1 Thinking Geographically **CR2**

**Required Reading: Chapter 1, pages 2–41**

- 1.1. Introduction to Maps—Identify types of maps and data to investigate spatial relationships.  
Pages: 5–13, A1–A7 Skill 3.A
- 1.2. Geographic Data—Identify different types of data collection methods such as geospatial technologies, field observations, and land analysis.  
Pages: 12–13 Skill 3.A
- 1.3. The Power of Geographic Data—Explain how geographers use maps and data to show relationships and to make decisions based on data.  
Pages: 12–13 Skill 3.B  
Reading—*Mapping a Disaster: Hurricane Katrina*

### **CR1**

The syllabus must cite the title, author, and publication date of a college-level human geography textbook.

### **CR1**

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

### **CR2**

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

- 1.4. Spatial Concepts—Define spatial concepts including absolute and relative location, space, place, flows, distance decay, time-space compression, and patterns.  
Pages: 18–19, 22–29 Skill 3.B
- 1.5. Human-Environmental Interaction—Explain concepts that show human-environment interaction.  
Pages: 34–37 Skill 1.B
- 1.6. Scales of Analysis—Define scales of analysis and how they help geographers learn about patterns and processes at the local and global scales.  
Pages: 20–21 Skill 5.A  
**Activity:** Scale Analysis  
Students read the following article that discusses scale on maps, and the local to global scale to better understand geographic concepts, including regions and relationships between countries.  
Rubenstein Article: *Defining Geographic Scales*, pages 7–14, 2007. College Board <https://apcentral.collegeboard.org/pdf/ap-sf-human-geo-scale.pdf?course=ap-human-geography>  
**Skill 5.A:** Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.  
**Big Idea:** SPS 1.A Describe different ways that geographers define regions and PSO 1.C Define scales of analysis used by geographers.
- 1.7. Regional Analysis—Describe ways that geographers break up the world into regions.  
Pages: 16–18 Skill 1.A

Complete **Personal Progress Check MCQ** for Unit 1.

Complete **Personal Progress Check FRQ** for Unit 1.

Take **Unit 1 Test**.

## Unit 2 Population and Migration Patterns and Processes **CR2**

**Required Reading: Chapters 2 (pages 42–75), and 3 (pages 76–105)**

- 2.1. Population Distribution—Identify and explain population distribution on Earth.  
Pages: 45–49 Skill 3.A  
**Activity:** Population Change over Time **CR7**  
In this activity, students learn about population change over time and the impacts of population growth, concentration and density. The J-Curve and S-Curve is discussed.  
Population Connection Video: <https://www.populationconnection.org/poped/>  
World Population History: <https://worldpopulationhistory.org/map/1/mercator/1/0/25/#>  
**Skill:** 4.B, 4.C  
**Big Idea:** PSO 2.A Identify the factors that influence the distribution of human population on Earth at different scales.
- 2.2. Consequences of Population Distribution—Explain the impact of population distribution.  
Pages: 64–73 Skill 2.C
- 2.3. Population Composition—Describe population composition and explain the use of population pyramids.  
Pages: 50–55; 58–63 Skill 2.A  
Video—*Making Sense of Planet Earth, Population and Migration*

### **CR7**

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.

2.4. Population Dynamics—Explain population growth and decline.

Pages: 50–53 Skill 3.C

2.5. The Demographic Transition Model—Explain the DTM to understand population change.

Pages: 56–63 Skill 3.B

**Activity:** The Demographic Transition Model **CR6**

In this lesson, students break down the different stages of the Demographic Transition Model (DTM) and determine the stage for present-day countries based on statistical data.

**Skill:** 3.B Data Analysis—Describe spatial patterns presented in maps and in quantitative and geospatial data from the Population Reference Bureau.

**Big Idea:** IMP 2.B Explain theories of population growth and decline.

2.6. Malthusian Theory—Explain how Malthus’s theory explains population change.

Pages: 60–61 Skill 2.B

- Reading - Sustainability and Inequality in our Global Village: *Overpopulation in Sub-Saharan Africa* page 73

2.7. Population Policies—Identify policies of population and immigration and explain their effects on population.

Page: 63 Skill 2.C

2.8. Women and Demographic Change—Explain how the role of women has impacted demographic change.

Pages: 58–59 Skill 3.B

2.9. Aging Populations—Explain the consequences of an aging population.

Pages: 61–62 Skill 2.C

2.10. Causes of Migration—Identify and describe types of push and pull factors of migration.

Pages: 92–95 Skill 2.B

2.11. Forced and Voluntary Migration—Describe forced and voluntary migration examples.

**Activity:** Lost Boys of Sudan **CR3 CR4**

This video and mapping activity offer an opportunity for students to investigate the forced migration of the Lost Boys of Sudan throughout Africa and eventually to the United States. Skill 1.D

**Skill:** 1.D

**Big Idea:** IMP 2.D.1 Types of voluntary migrations include transnational, internal, chain, step, guest worker, and rural-to-urban.

Pages: 80–81; 82–91

- Reading—Sustainability and Inequality in our Global Village: *Trail of Tears* page 87

2.12. Effects of Migration—Explain historical and contemporary geographic effects of migration.

Pages: 79; 96–103 Skill 2.B

Complete **Personal Progress Check MCQ** for Unit 2.

Complete **Personal Progress Check FRQ** for Unit 2.

Take **Unit 2 Test**.

**CR6**

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.

**CR3**

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.

**CR4**

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.

## Unit 3 Cultural Patterns and Processes **CR2**

**Required Reading:** Chapters 4 (pages 106–139) 5 (pages 140–179) 6 (pages 180–223) 7 (pages 224–257)

3.1. Introduction to Culture—Identify and describe culture traits across locations as well as cultural differences and attitudes towards those differences.

Pages: 109–115 Skill 4.A

Video – Making Sense of Planet Earth, *Understanding Human Culture*

3.2. Cultural Landscape—Describe characteristics of the cultural landscape and how they reflect beliefs or customs of a group of people.

Page: 16 Skill 4.B

3.3. Cultural Patterns—Identify patterns of language, religion, ethnicity and gender.

Pages: 116–125; 143–157; 192–199; 227–237 Skill 4.C

3.4. Types of Diffusion—Define the different ways culture traits can spread by the interaction of people.

Pages: 26–27; 110–111; 126–131;

**Activity:** Defining Diffusion **CR4**

In this activity, students complete a graphic organizer to define each of the types of diffusion and provide a real-world example of each.

**Skill 4.C:** 1D Describe a relevant geographic concept, process, model, or theory in a specified context.

**Big Idea:** IMP 3A Define the types of diffusion.

3.5. Historical Causes of Diffusion—Explain the forces that contribute to cultural diffusion.

Pages: 154–157; 192–199; 274–275 Skill 2.C

3.6. Contemporary Causes of Diffusion—Explain the impact of urbanization and globalization on the diffusion of culture.

Pages: 126–131 Skill 5.B

3.7. Diffusion of Religion and Language—Explain the origin and diffusion of language and religion. Skill 4.E

Language—Pages: 26; 155–157

Religion—Pages: 196–199

3.8. Effects of Diffusion—Explain effects of culture diffusion including acculturation, assimilation, syncretism, and multiculturalism. Skill 2.B

Language—Pages: 146–149

- Reading—Sustainability and Inequality in our Global Village: *Preserving Lesser-Use Languages*, Page 171
- Reading—Contemporary Geographic Tools: *The Death of English as a Lingua Franca?*, Page 173

Religion—Pages: 183–195

- Reading - Sustainability and Inequality in our Global Village: *West Bank Barrier: Security Fence or Segregation Wall*, Page 219

Complete **Personal Progress Check MCQ** for Unit 3.

Complete **Personal Progress Check FRQ** for Unit 3.

Take **Unit 3 Test**.

## Unit 4 Political Patterns and Processes **CR2**

**Required Reading: Chapters 7 (pages 224–257) and 8 (pages 258–297)**

- 4.1. Introduction to Political Geography—Explain the historical and current processes that impact how the world is organized.

Pages: 268–273 Skill 4.A

**Activity:** Nations, Nation-States and Stateless Nations **CR4**

This activity provides an opportunity for students to investigate and explain the difference between a state, nation, nation-state, and stateless nation. Students then learn about nations aspiring to become a state.

- Reading—*Time Magazine—Top 10 Aspiring Nations* [http://content.time.com/time/specials/packages/article/0,28804,2041365\\_2041364\\_2041340,00.html](http://content.time.com/time/specials/packages/article/0,28804,2041365_2041364_2041340,00.html)

**Skill:** 1.B

**Big Idea:** PSO 4.A For World political maps: a. Define the different types of political entities, b. Identify a contemporary example of political entities.

- 4.2. Political Processes—Explain the processes of contemporary political geography.

Pages: 261–267; 274–275 Skill 3.E

- 4.3. Political Power and Territoriality—Describe concepts of political power and territoriality including neocolonialism, shatterbelts, chokepoints, and the connections between people and their land.

Pages: 272–273 Skill 5.B

- 4.4. Defining Political Boundaries—Define the different types of political boundaries.

Pages: 261–267; 276–279 Skill 1.D

- Reading—Contemporary Geographic Tools: *Demarcating Boundaries with GPS*, Page: 279

- 4.5. The Function of Political Boundaries—Explain the types and functions of boundaries on land and water such as The UN Convention on the Law of the Sea, international and internal boundaries.

Pages: 276–279 Skill 5.D

- Reading—Sustainability and Inequality in Our Global Village: *The Law of the Sea*, Page: 277

- 4.6. Internal Boundaries—Explain internal boundaries including topics such as gerrymandering and redistricting.

Pages: 283–285 Skill 5.A

- 4.7. Forms of Governance—Define the difference between a unitary and federal state and the impact of governing in the state.

Pages: 282–285 Skill 2.A

- 4.8. Defining Devolutionary Factors—Define devolution and identify factors that contribute to devolution.

Pages: 246–255 Skill 3.E

- 4.9. Challenges to Sovereignty—Explain challenges to sovereignty such as examples of devolution, supranationalism, and democratization.

Pages: 286–295 Skill 5.C

- 4.10. Consequences of Centrifugal and Centripetal Forces—Define centrifugal and centrifugal forces and their impact.

Page: 239 Skill 5.C

Complete **Personal Progress Check MCQ** for Unit 4.

Complete **Personal Progress Check FRQ** for Unit 4.

Take **Unit 4 Test**.

## Unit 5 Agricultural and Rural Land-Use Patterns and Processes **CR2**

**Required Reading: Chapter 10 pages 344–391**

- 5.1. Introduction to Agriculture—Explain connections between the physical environment and types of agricultural practices around the world.  
Pages: 347–349 Skill 2.D
- 5.2. Settlement Patterns and Survey Methods—Identify and explain rural land-use patterns and rural settlement patterns.  
Pages: 448–451 Skill 4.D
- 5.3. Agricultural Origins and Diffusions—Explain the origin of the domestication of plants and animals and the diffusion of those practices.  
Pages: 347–349 Skill 2.B
- 5.4. The Second Agricultural Revolution—Explain the impact of technological advancements on agricultural practices.  
Pages: 350; 380–381; 395 Skill 4.D
- 5.5. The Green Revolution—Define the Green Revolution and explain the positive and negative impacts of the Green Revolution on people and the environment.  
Pages: 384–385 Skill 2.D  
**Activity:** Students investigate the Green Revolution through a reading about the history and impact of the Green Revolution. The article is accompanied with questions as well as an opportunity for students to discuss the pros and cons of the Green Revolution.  
▪ Reading—*The Green Revolution in India: A Case Study – Why Green Revolution?*  
**Skill:** 2.D Spatial Relationship—Explain the significance of geographic similarities and differences among different locations and/or at different times.  
**Big Idea:** SPS-5.D Explain the consequences of the Green Revolution on food supply and the environment in the developing world. **CR3 CR5**
- 5.6. Agricultural Production—Explain connections between agricultural practices (subsistence and commercial) and intensive and extensive agricultural practices.  
Pages: 356–373 Skill 2.E
- 5.7. Spatial Organization of Agriculture—Explain topics including commercial agriculture replacing family farms, commodity chains, economies of scale, and carrying capacity.  
Pages: 356–373 Skill 2.D
- 5.8. Von Thünen Model—Describe the Von Thünen Model as it applies to rural land use considering the value of crops and transportation costs to market.  
Pages: 378–379 Skill 5.B
- 5.9. The Global System of Agriculture—Explain how agriculture is a global system including distribution of food, dependency on export commodities, infrastructure and relationships between countries. Topic 5.9 can be especially challenging because skill 5.D requires students to explain a concept, process, model or theory across various geographic scales. Assigning the corresponding **Topic Questions** can reveal misunderstandings and guide student practice.  
Pages: 374–377; 380–385 Skill 5.D
- 5.10. Consequences of Agricultural Practices—Explain the impact of agricultural practices on the environment and the role of women.  
Pages: 386–387 Skill 2.E  
▪ Reading—Contemporary Geographic Tools: *Protecting Farmland*, Page: 369

### **CR3**

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.



- 5.11. Challenges of Contemporary Agriculture—Explain challenges of agricultural practices including biotechnology, genetically modified organisms, urban farming, organic farming, feeding the global population, and distribution as well as access to food.

Pages: 374–377; 380–385; 386–387 Skill 4.D

- Reading—Sustainability and Inequality in Our Global Village: *Asian Carp and Chicago's Economy*, Page 377

- 5.12. Women in Agriculture—Explain the role of women in food production and consumption. Skill 3.D

**Activity:** *Women in Agriculture*, College Board 2018 Free-Response Question

Students work in groups to discuss the role of women in agriculture by answering the released 2018 Free-Response Question #1: Percentage of Women in the Labor Force Working in Agriculture.

**Skill:** 3.D-Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

**Big Idea:** IMP 5.C Explain geographic variations in female roles in food production and consumption. **CR3 CR6**

Complete **Personal Progress Check MCQ** for Unit 5.

Complete **Personal Progress Check FRQ** for Unit 5.

Take **Unit 5 Test**.

## Unit 6 Cities and Urban Land-Use Patterns and Processes **CR2**

**Required Reading: Chapters 12 (pages 428-457) and 13 (pages 458-499)**

- 6.1. The Origin and Influences of Urbanization—Explain factors involved in the growth of cities and location.

Pages: 448–451 Skill 2.D

- 6.2. Cities Across the World—Explain processes of city growth and land-use including megacity, metacity, suburbanization, sprawl, and decentralization.

Pages: 476–477 Skill 2.D

**Activity:** Megacities

Students learn about the hierarchical structure of cities from a hamlet to a megacity. Students use a Story Map to learn about current Megacities and their location. The location of future megacities is also investigated. Students work in discussion groups to identify characteristics of megacities including similarities and differences.

Online Mapping—Esri Story Map: *The Age of Megacities* <https://storymaps.esri.com/stories/2014/growth-of-cities/>

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

**Big Idea:** PSO-6 A.3 Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery. **CR3 CR5**

- 6.3. Cities and Globalization—Explain world cities and urban hierarchy as well as the connections between cities.

Pages: 452–455 Skill 5.B

### **CR3**

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.

### **CR5**

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.

6.4. The Size and Distribution of Cities—Identify urban concepts and theories such as Christaller’s Central

Place Theory.

Pages: 434–441; 454–455; Skill 2.C

- Reading—Contemporary Geographic Tools: *Locating a New Supermarket*, Page 439

6.5. The Internal Structure of Cities—Explain the structure and function of cities using models and Theories. Topic 6.5 can be especially challenging because skill 1.E requires students to explain the strengths, weaknesses and limitations of geographic models. Assigning the corresponding **Topic Questions** can reveal misunderstandings and guide student practice.

Pages: 461–465; 466–476 Skill 1.E

6.6. Density and Land Use—Explain patterns of land use in residential areas.

Pages: 480–481 Skill 3.D

6.7. Infrastructure—Explain the importance of a city’s infrastructure in the development of a city.

Pages: 492–495 Skill 3.C

6.8. Urban Sustainability—Identify sustainable design in cities such as New Urbanism, greenbelts, smart-growth, and slow-growth cities, including the pros and cons of each.

Pages: 480–481 Skill 2.C

- Movie—Making Sense of Planet Earth: *Urbanization*

6.9. Urban Data—Explain how geographers use quantitative data and qualitative data to identify patterns in land-use of urban areas.

Pages: 434–447 Skill 3.E

6.10. Challenges of Urban Changes—Explain changes in urban areas including population, squatter settlements, zoning, local food movements, gentrification, and government fragmentation at the local scale.

Pages: 482–489; 490–495 Skill 4.E

6.11. Challenges of Urban Sustainability—Describe challenges faced in urban areas regarding sustainability such as sprawl, sanitation, water quality, planning, brownfields, farmland protection policies and many more.

Pages: 454–455; 480–481 Skill 2.D

- Reading—Sustainability and Inequality in Our Global Village: *Unequal Spatial Impacts of the Severe Recession*, Page 441
- Reading—Sustainability and Inequality in Our Global Village: *Identifying Food Deserts*, page 464

Complete **Personal Progress Check MCQ** for Unit 6.

Complete **Personal Progress Check FRQ** for Unit 6.

Take **Unit 6 Test**.

## Unit 7 Industrial and Economic Development Patterns and Processes **CR2**

**Required Reading: Chapters 9 (pages 298–343) and 11 (pages 392–427)**

7.1. The Industrial Revolution—Explain the impact of the Industrial Revolution on population growth, diffusion of technology, and connections with colonialism and imperialism.

Pages: 395–397 Skill 4.D

**Activity:** The Industrial Revolution and its Impact **CR7**

This activity focuses on introducing students to the Industrial Revolution, its diffusion and impact. Students will view a video showing a brief history of the Industrial Revolution. Using the textbook and additional maps, students will view the hearth of the Industrial Revolution, the diffusion of industry to other areas of Europe, and present-day Industrial areas in North America, Europe, and East Asia. Using a Think-Pair-Share strategy suggested in the CED, students will work individually to answer the question, “What were the economic, social, political and environmental impacts of the Industrial Revolution?” Students will then pair with a partner to discuss their ideas. Lastly, as a class, students will share their answers to the question discussing the impact of the Industrial Revolution.

Video Resource: [History.com](https://www.history.com/topics/industrial-revolution/industrial-revolution) Editors. “Industrial Revolution.” History.com, A&E Television Networks, 29 Oct. 2009, <https://www.history.com/topics/industrial-revolution/industrial-revolution> and/or “Mankind The Story of All of Us: Industrial Revolution.” [History.com](https://play.history.com/shows/mankind-the-story-of-all-of-us/videos/industrial-revolution), A&E Television Networks <https://play.history.com/shows/mankind-the-story-of-all-of-us/videos/industrial-revolution>

**Skills:** 4.A Identify the different types of information presented in visual resources.

**Skills:** 4.D Explain how maps, images and landscapes illustrate or relate to geographic principles, processes, and outcomes.

**Big Idea:** SPS-7.A Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.

- 7.2. Economic Sectors and Patterns—Describe the different economic sectors and spatial patterns of industrialization including the core, semiperiphery and periphery.

Pages: 302–303 Skill 2.B

- 7.3. Measures of Development—Describe social and economic measures of development including the GII and HDI. Topic 7.3 can be especially challenging because skill 3.F requires students to explain possible limitations of the data provided. Assigning the corresponding **Topic Questions** can reveal misunderstandings and guide student practice.

Pages: 302–309, 338, 399 Skill 3.F

- Reading—Contemporary Geographic Tools: *Collecting and Depicting Development Data*, Page 309

- 7.4. Women and Economic Development—Explain how economic development has changed the role of Women.

Pages: 310–313 Skill 3.D

- Reading—Sustainability and Inequality in Our Global Village: *Gender Inequality and the Environment*, Page 313

- 7.5. Theories of Development—Explain theories of development such as Rostow’s Stages of Economic Growth, Wallerstein’s World System Theory, dependency theory, and commodity dependence.

Pages: 328–340 Skill 1.E

- 7.6. Trade and the World Economy—Explain topics of global trade such as complementarity and comparative advantage, trade relationships or organizations, and strategies to help countries with development.

Pages: 328–339 Skill 5.B

- 7.7. Changes as a Result of the World Economy—Explain causes and geographic consequences including outsourcing, interdependency, free trade zones, special economic zones, and export-processing zones, methods of production, just-in-time delivery, and agglomeration.

Pages: 418–424 Skill 4.F

7.8. Sustainable Development—Explain the connections between sustainability, industrialization, and spatial development.

Pages: 412–417 Skill 5.D

**Activity:** Sustainable Development Goals **CR8**

Students investigate the Sustainable Development Goals to determine one goal they feel is the most important to achieve at different scales (local, regional, global). Then, each student writes why they believe the goal is important to achieve using evidence from the reading. Once students complete their written explanations, they pair-share with a peer to ask critical questions of the goal and reasoning of importance. (*Modified Instructional activity included in the course framework*)

Reading: United Nation’s Sustainable Development Goals  
<https://sustainabledevelopment.un.org/?menu=1300>

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

**Big Idea:** IMP 7.A.3 The UN’s Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.

Complete **Personal Progress Check MCQ** for Unit 7.

Complete **Personal Progress Check FRQ** for Unit 7.

Take **Unit 7 Test**.

**CR8**

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.