

Samples of Evidence to Satisfy the AP Human Geography Curricular Requirements

What's here? This table presents samples of evidence that address the curricular requirements for AP Human Geography. For each curricular requirement, there are three separate samples of evidence provided. Each sample either fully or partially satisfies its requirement. The samples are taken from three distinct sample syllabi published in their entirety elsewhere on AP Central. The far-left column of the table presents each of the curricular requirements. In some cases, complex requirements have been broken down into their component parts. The columns to the right present the three evidence samples.

How can I use this information? Use these samples to become familiar with both the nature of 'evidence' and the variety of formats in which evidence can be presented. For any one curricular requirement, the ways in which evidence is both described and presented can vary considerably from course to course. No single format is preferred over any other. Narrative text, tables, bulleted lists, and other formats that clearly convey the content of your course are all acceptable. The most important consideration is that your syllabus (the evidence) clearly and explicitly satisfies the curricular requirements in their entirety.

Curricular Requirements	Clear, Explicit Evidence of Each Curricular Requirement		
	Sample 1	Sample 2	Sample 3
<p>The course provides a systematic study of human geography including the following topics outlined in the Course Description:</p> <ol style="list-style-type: none"> 1. Nature of and Perspectives on Geography 2. Population 3. Cultural Patterns and Processes 4. Political Organization of Space 5. Agricultural and Rural Land Use 6. Industrialization and Economic Development 7. Cities and Urban Land Use 	<p>The course is structured according to the course outline found in the most recent <i>AP Human Geography Course Description</i> published by the College Board. There are seven units of study. At the beginning of each unit, students receive a unit calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information about the unit.</p> <p>Course Planner:</p> <ol style="list-style-type: none"> I. Geography: Its Nature and Perspectives II. Population III. Cultural Patterns and Processes IV. Political Organization of Space V. Agricultural and Rural Land Use VI. Industrialization and Economic Development VII. Cities and Urban Land Use 	<p>AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography.</p>	<p>Course Outline by Unit:</p> <p>What is Geography? Geography- Its Nature and Perspectives</p> <p>Population Unit</p> <p>Cultural Patterns and Processes</p> <p>Economic Systems and Patterns</p> <p>Urban Geography</p> <p>Political Geography</p>
<p>The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.</p>	<p>Extended Term Project – Collect 2 Current Events articles related to Human Geography from a national newspaper or news magazine each week. Summarize the articles and apply key spatial concepts of Human Geography to analyze the significance of each event</p>	<p>Define geography, human geography; explain the meaning of the spatial perspective.</p> <p>...</p> <p>Compare and contrast different types of rural landscapes and settlements:</p> <ol style="list-style-type: none"> a) linear villages b) cluster villages c) dispersed settlements 	<p>The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live</p>

Curricular Requirements	Clear, Explicit Evidence of Each Curricular Requirement		
	Sample 1	Sample 2	Sample 3
<p>The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p>Unit III. Houses of Worship Field Study</p> <p>After selecting a date, I contact several local houses of worship to arrange for the students to visit. I speak with the minister, rabbi, or other leader to schedule a time and discuss the purpose of the visit. We typically go to five different houses of worship in a single day (e.g., Greek Orthodox, Roman Catholic, Protestant, Jewish synagogue, Hindu temple, and Muslim mosque), spending 45 to 60 minutes at each location. I charter a bus from a local tour company and arrange for lunch at a local restaurant that can accommodate our large group. I map the route and provide an itinerary for the bus driver as well as for the students and parents. Usually a number of parents volunteer to accompany us on the trip, and I make the necessary arrangements with the school (e.g., field trip permission forms, attendance lists).</p> <p>After the trip, students write an essay based on the following question: How does the cultural landscape of a house of worship reflect the beliefs and practices of a particular religion?</p> <p><i>Option 1:</i> Analyze a single house of worship and how it relates to religious beliefs and practices. Cite specific examples of material culture found and how they are reflective of that religion.</p> <p><i>Option 2:</i> Compare or contrast two houses of worship and show with specific examples how their similarities/differences are evident in the landscape and are reflective of their similarities/differences in belief.</p>	<p>Patterns of urbanization</p> <ol style="list-style-type: none"> 1. Global: rates and regions 2. National: growth and decline 3. Local: urban sprawl 	<p>Some of the best material for illustrating concepts and ideas can come from newspapers. I subscribe to our local (county) newspaper, one of the major papers in the neighboring city, and the <i>New York Times</i>. I try to use examples from the local, state, and national levels whenever I can. I have found that the <i>New York Times</i> is especially good at providing mapped and graphed information of interest to geographers. Additionally, most of our in-class readings are taken from the <i>Economist</i>, a magazine that is even organized by region!</p>
<p>The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.</p>	<p>Unit I. Map Analysis Essay</p> <p>Students select a map from a newspaper, magazine, the Internet, or another source (the map or a photocopy of it must be turned in with the essay). Students examine the map carefully and think about the choices the cartographer made. They must consider the map's projection, colors, symbols, data classification, scale, and overall design. In a five-paragraph essay, they must evaluate (stressing both advantages and limitations) the map's usefulness.</p>	<p>Students have access to a computer lab where they complete the <i>Human Geography in Action</i> lab activities and use <i>ArcView</i> GIS software for <i>Mapping Our World</i> modules.</p>	<p>The following Web sites are ones I use to find and make maps that illustrate concepts; the sites also give students a chance to explore and learn from the information available there.</p> <ul style="list-style-type: none"> • U.S. Census Bureau www.census.gov/ • Digital Atlas of the United States //130.166.124.2/USpage1.html • 1997 Agricultural Atlas of the United States www.nass.usda.gov/census/census97/atlas97/ • nationalatlas.gov www.nationalatlas.gov/

Samples of Evidence that Address Multiple Requirements

What's here? This table presents samples of evidence that each address several Curricular Requirements for AP Human Geography. For each sample provided in the left column, the corresponding Curricular Requirements are provided to the right. Note that each sample may only partially satisfy one or another requirement, and additional evidence would need to be provided elsewhere in the syllabus to address the requirement(s) with complete satisfaction. These samples were taken from three distinct sample syllabi that are published elsewhere on AP Central in their entirety.

How can I use this information? Use these samples to become familiar with ways in which numerous Curricular Requirements can be addressed (either partially or completely) within the description of one unit, lesson, or activity, or by describing a recurring theme or process in your course.

Integrated Evidence from Selected Syllabi	Requirements Addressed (Partially or Fully) by Integrated Evidence
<p>Students take a field walk in the downtown area of the neighboring city. They walk approximately six blocks on an urban street, mapping the distribution of restaurants, art galleries, clothing stores, or vacancies. A written guide is provided that describes the history of selected buildings as well as their interesting architectural features. Students respond to a series of questions on the handout. These questions include:</p> <ul style="list-style-type: none"> • What is your first impression of the street? • Is the "Vista" an appropriate name for this area? What is being viewed in the distance? • Do you feel safe during our walking tour? Are there unsafe places or times in the Vista? • Do you see any evidence of "gendered space" in the Vista? If so, give an example. • Do you see any evidence of racial patterns in the Vista? If so, describe. • Do you see homeless people? Where would you look for them? • Can you identify any buildings where the facades have been altered? • What industry is located in the Vista? • A <i>palimpsest</i> is a "shadow" of history left on the landscape. How is the palimpsest concept illustrated in the Vista? • Is there any evidence of an agglomeration of similar businesses in the Vista? • Can the Vista be made more pedestrian friendly and bicycle friendly? How? • What is absent in the Vista? What should be added? • How does the McDonald's on the corner differ from most others? Why was it built this way? • What are your reflections at the end of our walking tour? 	<p>The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.</p> <p style="text-align: center;">AND</p> <p>The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface • To learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing • To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas. • To develop a geographic perspective with which to view the landscape and understand current events 	<p>The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.</p> <p style="text-align: center;">AND</p> <p>The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.</p>

Integrated Evidence from Selected Syllabi	Requirements Addressed (Partially or Fully) by Integrated Evidence
<p>Nearly every day I ask students to examine a map(s) or graphed or textual information and respond to it using concepts like scale, region, location and place, or association and interconnection.</p>	<p>The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.</p> <p style="text-align: center;">AND</p> <p>The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p style="text-align: center;">AND</p> <p>The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.</p>