
Syllabus Development Guide: AP Human Geography

The guide contains the following sections and information:

Curricular Requirements	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.
Scoring Components	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.
Evaluation Guideline(s)	These are the guidelines used by reviewers to evaluate the evidence in your syllabus. Use these guidelines to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.
Key Term(s)	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.
Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.

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Curricular Requirement	<p>The course provides a systematic study of human geography, including the following topics outlined in the course description:</p> <ul style="list-style-type: none"> • Geography: Its Nature and Perspectives • Population • Cultural Patterns and Processes • Political Organization of Space • Agricultural and Rural Land Use • Industrialization and Economic Development • Cities and Urban Land Use
Scoring Component 1	<p>The course provides a systematic study of the nature of geography.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Nature: inherent character or essence of geography as a discipline including concepts such as location, place, human-environment interaction, movement, and regions.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions the nature of geography and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses the nature of geography and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the nature of geography by outlining some concepts/topics, complemented by readings/assignments, for example; <ul style="list-style-type: none"> • Students highlight the classic Greeks and various geographers down through the years. • Students map their route to and from school from memory. • Students work with map scale issues (small versus large, representative fraction versus verbal versus graphic). • Students compare geography to other social sciences, addressing briefly some of the physical sides of the discipline. 	

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Scoring Component 2	<p>The course provides a systematic study of perspectives of geography.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Perspectives: ways that geographers consider subjects, particularly from the point of view of spatial interaction and spatial behavior.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions the perspectives of geography and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses the perspectives of geography and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of perspectives of geography by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • In an in-class discussion, students select a few prominent names in American geography and paraphrase their perspectives. • Students compare GIS with GPS and show the possibility for a close relationship. • Students compare self-collected, field-generated data with secondary data sets. • Students use an example of a local land use problem to show a geographical response. 	

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Scoring Component 3	<p>The course provides a systematic study of population geography.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p> <p>The syllabus must reference the demographic transition model, migration, and residential mobility.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions population geography and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses population geography and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of population geography by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students use a cartogram to illustrate gross differences in population by area. • In an in-class exercise, students employ population pyramids. • Students map people’s migration history by using information from obituaries. 	

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Scoring Component 4	<p>The course provides a systematic study of cultural patterns and processes.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Patterns: spatial arrangements of phenomena on (but also below and above) the surface of Earth. Processes: successions of events, such as spatial diffusion, that lead to transformations of the cultural landscape.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions cultural patterns and processes and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses cultural patterns and processes and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of cultural patterns and processes by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students illustrate diffusion by discussing the diffusion of something students know, such as a pop culture fad. • Students query parents and other older relatives regarding languages spoken at home. • Students conduct a closet/drawer check for places of clothing origin. • Students map the religious structures and other local evidence of religion. 	

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Scoring Component 5	<p>The course provides a systematic study of political organization of space.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Space: limited extent in two or three dimensions in a geographical, rather than mathematical, sense.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions political organization of space and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses political organization of space and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of political organization of space by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students role-play as representatives of different countries after doing research about their country and its recent behavior. • Students discuss key current and historical hot spots. • Students differentiate among stream-based, mountain-based, and geometrical political boundaries. • Students debate the positive and negative aspects of the United Nations. 	

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Scoring Component 6	<p>The course provides a systematic study of agriculture and rural land use.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus. The syllabus must address von Thunen’s model of agricultural land use.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Agriculture: deliberate manipulation of plant and animal life to produce results that enhance the well-being of humankind. Rural land use: occupancy by humans of non-urban territory for agricultural, extractive, industrial, recreational, residential, military, and other purposes.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions agriculture and rural land use and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses agriculture and rural land use and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of agriculture and rural land use by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students map their cupboards and refrigerator for agricultural origins of products they find therein. • Students compare wheat production methods in the U.S. with those in another country. • Students use aerial photographs to illustrate agricultural land use practices, such as center-pivot irrigation, strip cropping, and contour farming. • Students look for evidence locally to support von Thunen’s model. 	

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Scoring Component 7	<p>The course provides a systematic study of industrialization and economic development.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography. Economic development: process of economic growth and expansion that often brings both natural and human resources into productive use and is accompanied by technological advances.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions industrialization and economic development and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses industrialization and economic development and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of industrialization and economic development by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students relate Rostow’s economic development model to the local area. • Students relate Weber’s industrial location model to the local area. • Students compare different indexes of development for developed and developing countries. • Students use a local manufacturing plant to illustrate location factors. 	

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Scoring Component 8	<p>The course provides a systematic study of cities and urban land use.</p>
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p>
Key Term(s)	<p>Systematic: presented or formulated as a thorough, coherent set of ideas, i.e., including all components of human geography.</p>
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus mentions the study of cities and urban land use and cites the relevant chapters from the resources used to teach the course. 2. The syllabus addresses the study of cities and urban land use and lists all the major topics outlined in the <i>AP Human Geography Course Description</i> and properly cites the resource materials used to teach the course. 3. The syllabus addresses the systematic study of cities and urban land use by outlining some concepts/topics, complemented by readings/assignments, for example: <ul style="list-style-type: none"> • Students determine the best location for a new strip mall. • On a course field trip, students go to a local shopping area for field study and map the mix of shops and stores. Additionally, students interview shoppers to ask how far they came to buy certain things. • Students study the layout of their city and compare it to a classic model. • Students conduct research on government fragmentation of the local area. 	

Curricular Requirement	The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.
Scoring Component 9	The course teaches the use of landscape analysis to examine human organization of space.
Evaluation Guideline(s)	The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i> , nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.
Key Term(s)	Landscape analysis: examining and interpreting the human modifications of a specified area either by separating out its parts or by viewing it as a whole.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The syllabus includes a variety of landscape analysis activities, for example: students use photographs from the Web, books, and the teacher’s own collection to illustrate various sorts of landscapes, both near and far. 2. The course outline mentions that each student will survey a local area for its landscape traits. 3. The landscape analysis unit focuses attention on relict features of past landscapes—even near the school. 	

Curricular Requirement	The course teaches spatial relationships at different scales ranging from the local to the global.
Scoring Component 10	The course teaches spatial relationships at different scales ranging from the local to the global.
Evaluation Guideline(s)	<p>The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i>, nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.</p> <p>The syllabus must give clear evidence of attention to issues at local scale.</p>
Key Term(s)	Scales: size of study area—may involve all the earth (global); a very limited area (local scale) such as a neighborhood or municipality; or something in between (regional or national scales).
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. An assignment has students use maps to study the same location from the local, regional, and global perspectives. 2. The syllabus addresses global, local, and regional scales in more than one of the seven major topics outlined in the <i>AP Human Geography Course Description</i>. 3. The syllabus states that students use GIS to show how detail emerges as scale becomes larger and how that affects people’s perspectives. 	

Curricular Requirement	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.
Scoring Component 11	The course teaches students how to use and interpret maps and spatial data.
Evaluation Guideline(s)	The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i> , nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.
Key Term(s)	Spatial data: collections of geo-referenced information on particular topics such as locally collected data, census data, and/or regional economic statistics.
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus explicitly states, maps and spatial data are used and discussed. 2. The syllabus includes an assignment in which students obtain spatial data sets and maps from a variety of sources including the Web, libraries, and other print map depositories. 3. The syllabus addresses maps and spatial data by assigning activities that require students to interpret maps and spatial data analysis, for example: <ul style="list-style-type: none"> • Students map the school grounds now and in the past. 	

Curricular Requirement	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.
Scoring Component 12	The course teaches students how to use and interpret geographical models.
Evaluation Guideline(s)	The syllabus must include this topic in classroom instruction. It is not necessary for the syllabus to follow precisely the <i>AP Human Geography Course Description</i> nor is it necessary for all of the subtopics listed in the course description to be included in the syllabus.
Key Term(s)	Geographical models: representations of real world geographical phenomena and processes, often simplified for clarification and understanding.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus explicitly addresses the use of geographical models, such as central place, von Thunen, urban structure model, and the demographic transition model.2. Students complete activities that apply the geographical models to the local area to explain land use, urban structure, population change, and other patterns.3. Students compare and contrast two different geographical models and choose one to apply to both a developed and developing country.	