

Unit I CMM (Content Mastery Map). Geography: Its Nature and Perspectives

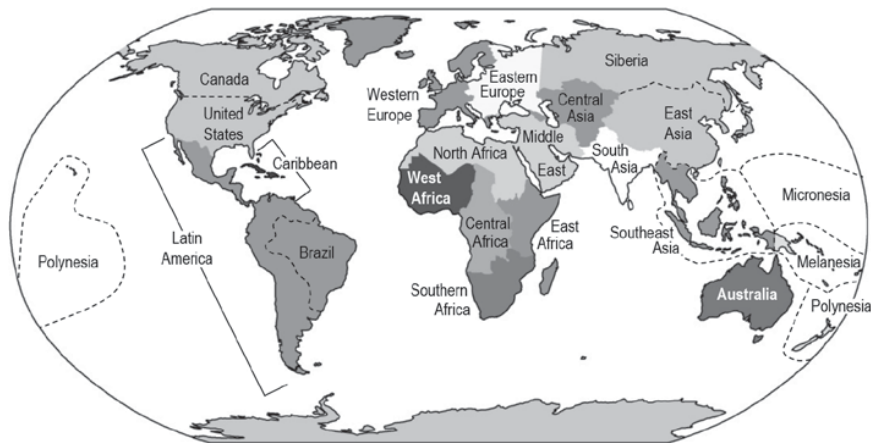
Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)
A. Geography, as a field of inquiry, looks at the world from a spatial perspective.	Explain the importance of geography as a field of study	Geographic information provides context for understanding spatial relationships and human– environment interaction.
	Explain major geographical concepts underlying the geographic perspective.	Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.
B. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.	Use landscape analysis to examine the human organization of space.	Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human– environment relationships; and interconnections between and among places and regions.
	Use spatial thinking to analyze the human organization of space.	People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use.
C. Geographical skills provide a foundation for analyzing world patterns and processes.	Use and interpret maps.	Maps are used to represent and identify spatial patterns and processes at different scales. Types of maps include reference maps (e.g., physical and political maps) and thematic maps (e.g., choropleth, dot, graduated symbol, isoline, cartogram). All map projections (e.g., Mercator, polar) inevitably distort spatial relationships (e.g., shape, area, distance, direction).
	Apply mathematical formulas and graphs to interpret geographic concepts. Use and interpret geographic models	Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions. Geographers use models as generalizations to think systematically about topics such as land use (e.g., vonThünen model, Latin American city model), industrial location (e.g., Weber model), and the distribution of settlements (e.g., Christaller’s central place theory).
	Use concepts such as space, place, and region to examine geographic issues.	Geographical issues include problems related to human– environmental interactions (e.g., sustainable agriculture); conflict and cooperation among countries (e.g., European Union); and planning and public-policy decision making (e.g., pronatalist policies).
	Interpret patterns and processes at different scales.	Patterns and processes at different scales reveal variations in and different interpretations of data (e.g., age–sex pyramids, population density).
	Define <i>region</i> as a concept, identify world regions, and understand regionalization processes.	Regions are defined on the basis of one or more unifying characteristics (e.g., corn belt) or on patterns of activity (e.g., hinterlands of ports). Types of regions include formal, functional, and perceptual. World regions are defined for this course by the maps in the course curriculum section of the <i>AP Human Geography Course Description</i> . World regions may overlap (e.g., Southeast Asia and Asia) and often have transitional boundaries (e.g., North Africa and Sub-Saharan Africa).
	Explain and evaluate the regionalization process.	Regional thinking is applied at local, national, and global scales. <i>Regionalism</i> refers to a group’s perceived identification with a particular region at any scale (e.g., Quebec).
	Analyze changing interconnections among places.	Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.

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D. Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.	Use and interpret geospatial data.	Geospatial technologies include geographic information systems (GIS), satellite navigation systems (e.g., global positioning system), remote sensing, and online mapping and visualization. Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.
E. Field experiences continue to be important means of gathering geographic information and data.	Use quantitative and qualitative geographic data.	Data may be gathered in the field by organizations (e.g., census data) or by individuals (e.g., interviews, surveys, photography, informal observations). Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making.

AP Human Geography: World Regions — A Big Picture View



AP Human Geography: World Regions — A Closer Look



Chapter 1 Vocabulary (from the text, videos, and class)

Human Geography
spatial perspective
location (absolute (site, GPS) and relative (situation))
human-environmental interaction
region (formal, functional, perceptual)
place (and space)
sense of place vs. perception of place
movement (distance, accessibility, and connectivity)
landscape (physical and cultural (built environment))

sequent occupance
map types (reference and thematic) (and projection)
mental map (and action (activity) space)
GIS (geographic information system) (and remote sensing)
scale (local, national, and global)
rescale (and jumping scale)
culture (trait, complex, and hearth)
diffusion (expansion and relocation)
environmental determinism, possibilism, and cultural ecology