GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 1: *Thinking Geographically*

Unit Overview

Students learn the geographer's toolkit: maps, spatial data, spatial concepts and scale. These tools frame every later unit, so the unit is short but its skills are revisited all semester

Essential Questions

- How do geographers use maps and data to reveal spatial patterns?
- How does the scale of analysis change what we see and conclude?
- How do humans and the environment shape each other?
- Why do geographers divide the world into regions, and who decides the boundaries?

Unit 1: I Can Statements (Week 1)

- I can identify types of maps and map projections and explain the distortions each one creates.
- I can explain how geographic data is collected (field work, census, satellite imagery, GIS, GPS) and how it is used.
- I can apply spatial concepts such as absolute and relative location, distance decay, time-space compression and patterns of distribution.
- I can explain human–environment interaction using environmental determinism, possibilism and sustainability.
- I can analyze how a pattern looks different at global, regional, national and local scales.
- I can distinguish formal, functional and perceptual regions and give an example of each.

Unit 1 Reference — Thinking Geographically (Week 1)

Standards Addressed — Unit 1

- 7.1.12. A, B
- 7.4.12. A, B

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

- CC.8.5.11-12.G
- CC.8.6.11-12.B

Vocabulary

Content: absolute location, relative location, site, situation, place, space, map projection (Mercator, Robinson, Peters, Goode homolosine), reference map, thematic map (choropleth, dot density, graduated symbol, isoline, cartogram), map scale, scale of analysis, GIS, GPS, remote sensing, field observation, distance decay, time-space compression, friction of distance, pattern, clustering, dispersal, density, distribution, environmental determinism, possibilism, sustainability, land use, formal region, functional region, perceptual (vernacular) region.

Resources: AP Classroom: AP Daily videos 1.1–1.7, Topic Questions, PPC 1, Question Bank items tagged Unit 1; CED Unit 1 pages and the Course at a Glance (AP Central); Projection comparison tool such as The True Size Of; ESRI ArcGIS StoryMaps or ArcGIS Online for a short GIS lab; Local hook: map Erie's site (Lake Erie, Presque Isle) and situation (I-79/I-90 corridor) to teach site versus situation, and have students draw a perceptual map of "Western PA."

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

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1-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		Focus
1	*1.1 Introduction to Maps*	*AP Daily 1.1; Topic Questions 1.1*
2	*1.2 Geographic Data; 1.3 The Power of Geographic Data*	*AP Daily1.2-1.3; Topic Questions*
3	*1.4 Spatial Concepts; 1.5 Human-Environmental Interaction*	*AP Daily 1.4-1.5; Topic Questions*
4	*1.6 Scales and Analysis; 1.7 Regional Analysis*	*AP Daily 1.6.1.7; Topic Questions*
5	*Review and Assessment*	*PPC 1MCQ and FRQ; unit test*

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AP Human Geography Curriculum & Pacing Guide

Unit 2: *Population and Migration Patterns and Processes*

Unit Overview

Students analyze where people live, how populations grow and change, and why people move. Population pyramids, the Demographic Transition Model and migration theories give students their first major data-analysis and model-critique practice.

Essential Questions

- Why is the world's population distributed unevenly, and what are the consequences?
- How do birth, death and migration rates shape a country's future?
- How useful are models like the DTM and Malthusian theory for predicting population change?
- How do government policies and the status of women affect population change?
- What causes people to migrate, and how does migration change both origin and destination?

Unit 2: I Can Statements (Weeks 2-4)

- I can explain physical and human factors that shape population distribution and calculate arithmetic, physiological and agricultural density.
- I can interpret a population pyramid and predict its political, economic and social effects.
- I can calculate and explain CBR, CDR, TFR, IMR, RNI and doubling time.
- I can explain each stage of the Demographic Transition Model and the Epidemiological Transition Model and evaluate their limits.
- I can compare Malthusian and neo-Malthusian views with their critics.
- I can compare pronatalist and antinatalist policies and explain how women's education and employment affect fertility.
- I can explain the causes and consequences of aging populations and the dependency ratio.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

- I can apply Ravenstein's laws, push–pull factors and intervening obstacles and opportunities to real migrations.
- I can distinguish forced and voluntary migration and explain the effects of migration on origin and destination.

Unit 2 Reference — Population and Migration Patterns and Processes (Week 2-4)

Standards Addressed — Unit 2

- 7.3.12.A
- 7.1.12.A
- 7.4.12. A
- CC.8.5.11-12.C
- CC.8.6.11-12. A

Vocabulary

Content: population distribution, ecumene, arithmetic density, physiological density, agricultural density, carrying capacity, population pyramid, sex ratio, dependency ratio, crude birth rate (CBR), crude death rate (CDR), total fertility rate (TFR), infant mortality rate (IMR), rate of natural increase (RNI), doubling time, life expectancy, replacement level, Demographic Transition Model (DTM), Epidemiological Transition Model (ETM), Malthusian theory, neo-Malthusian, overpopulation, pronatalist policy, antinatalist policy, aging population, Ravenstein's laws of migration, push factor, pull factor, intervening obstacle, intervening opportunity, chain migration, step migration, transnational migration, internal migration, interregional and intraregional migration, guest worker, refugee, internally displaced person (IDP), asylum seeker, remittances, brain drain, counterurbanization.

Resources: APAP Classroom: AP Daily videos 2.1–2.12, Topic Questions, PPC 2, Question Bank FRQs on population and migration; Population Reference Bureau World Population Data Sheet; U.S. Census Bureau International Database (population pyramids); Gapminder for DTM data stories; UNHCR Global Trends report for refugee and IDP data; Migration Policy Institute data hub; Local hook: compare Erie County's population pyramid with Pennsylvania's using Census QuickFacts, and discuss refugee resettlement in Erie as a case of migration effects at the local scale.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).

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- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
6	*2.1 Population Distribution*	*AP Daily 2.1; Topic Questions*
7	2.2 Consequences of Population Distribution	*AP Daily 2.2; Topic Questions*
8	*2.3 Population Composition*	*AP Daily 2.3; Topic Questions*
9	*2.4 Population Dynamics*	*AP Daily 2.4; Topic Questions*
10	*2.5 The Demographic Transition Model*	*AP Daily 2.5; Topic Questions*
11	*2.6 Malthusian Theory*	*AP Daily 2.6; Topic Questions*
12	*2.7 Population Policies;* *2.8 Women and Demographic Change*	*AP Daily 2.7-2.8; Topic Questions*
13	*2.9 Aging Populations*	*AP Daily 2.9; Topic Questions*
14	*2.10 Causes of Migration*	*AP Daily 2.10; Topic Questions*
15	*2.11 Forced and Voluntary Migration*	*AP Daily 2.11; Topic Questions*
16	*2.12 Effects of Migration*	*AP Daily 2.12; Topic Questions;* *PPC 2 MCQ*
17	*Review and assessment*	*PPC 2 FRQ; unit test*

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AP Human Geography Curriculum & Pacing Guide

Unit 3: *Cultural Patterns and Processes*

Unit Overview

Students examine how culture is expressed on the landscape and how cultural traits, languages and religions spread. The unit builds Skill 4 (source analysis of images and landscapes) and introduces diffusion types that return in agriculture, cities and development.

Essential Questions

- How is culture reflected in the landscapes people build?
- How and why do cultural traits spread from one place to another?
- Why are some languages and religions found worldwide while others stay local?
- Does globalization make cultures more alike or spark efforts to preserve difference?

Unit 3: I Can Statements (Weeks 4-6)

- I can define culture and distinguish cultural traits, folk culture and popular culture.
- I can analyze a photo of a cultural landscape for sequent occupance, religion, ethnicity and identity.
- I can explain how attitudes toward gender and ethnicity show up in the landscape.
- I can identify relocation, expansion (hierarchical, contagious, stimulus) diffusion with examples.
- I can explain how colonialism, imperialism and trade spread culture historically.
- I can explain how communication technology and urbanization speed contemporary cultural diffusion.
- I can describe the hearths and diffusion of major language families and of universalizing and ethnic religions.
- I can explain acculturation, assimilation, syncretism and multiculturalism as effects of diffusion.

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Unit 3 Reference — Population and Migration Patterns and Processes (Week 4-6)

Standards Addressed — Unit 3

- 7.3.12.B
- 7.1.12.B
- 7.4.12. A
- CC.8.5.11-12.A, G
- CC.8.6.11-12. B

Vocabulary

Content: culture, cultural trait, cultural complex, folk culture, popular culture, cultural landscape, sequent occupance, placemaking, sense of place, placelessness, ethnicity, ethnic enclave, gender roles in landscapes, cultural relativism, ethnocentrism, centripetal and centrifugal cultural forces, hearth, relocation diffusion, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, colonialism, imperialism, globalization, time-space compression, lingua franca, language family, language branch, dialect, creole, pidgin, toponym, universalizing religion, ethnic religion, diaspora, acculturation, assimilation, syncretism, multiculturalism, cultural convergence, cultural divergence.

Resources: AP Classroom: AP Daily videos 3.1–3.8, Topic Questions, PPC 3, image-based Question Bank items; Pew Research Center religion and global landscape data; Ethnologue overview maps for language families; Google Earth Street View tours for landscape comparison (sacred sites, ethnic neighborhoods); Local hook: photograph and analyze Erie or Pennsylvania cultural landscapes (Pennsylvania German barns, ethnic churches, Little Italy and refugee-owned businesses) as a sequent occupance study.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
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IEP Learner or 504 Plan Learner

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3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
18	*3.1 Introduction to Culture*	*AP Daily 3.1; Topic Questions*
19	3.2 Cultural Landscapes	*AP Daily 3.2; Topic Questions*
20	*3.3 Cultural Patterns*	*AP Daily 3.3; Topic Questions*
21	*3.4 Types of Diffusion*	*AP Daily 3.4; Topic Questions*
22	*3.5 Historical Causes of Diffusion*	*AP Daily 3.5; Topic Questions*
23	*3.6 Contemporary Causes of Diffusion*	*AP Daily 3.6; Topic Questions*
24	*3.7 Diffusion of Religion and Language (language families)*	*AP Daily 3.7; Topic Questions*
25	*3.7 Diffusion of Religion and Language (religions)*	*AP Daily 3.7; Topic Questions*
26	*3.8 Effects of Diffusion*	*AP Daily 3.8; Topic Questions*
27	*Cultural landscape photo analysis lab*	*PPC 3 FRQ*
28	*Review and assessment*	*Unit test*

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Unit 4: *Political Patterns and Processes*

Unit Overview

Students study how space is divided and controlled, from nation-states and boundaries to voting districts. They weigh the forces that hold states together against those that pull them apart. The unit closes with the cumulative midterm.

Essential Questions

- How do states, nations and nation-states differ, and why does the difference matter?
- How are boundaries drawn, and how do they shape conflict and cooperation?
- How do internal boundaries such as voting districts affect political power?
- Why do some states devolve or fragment while others stay unified?
- Are supranational organizations and globalization weakening state sovereignty?

Unit 4: I Can Statements (Weeks 6-8)

- I can distinguish a nation, state, nation-state, multinational state, multistate nation and stateless nation.
- I can explain how colonialism, imperialism and independence movements shaped today's political map.
- I can explain sovereignty and territoriality and apply them to contemporary disputes.
- I can classify boundaries as antecedent, subsequent, consequent, superimposed, geometric or relic.
- I can explain how boundaries are defined, delimited, demarcated and administered, including maritime boundaries under UNCLOS.
- I can explain redistricting and gerrymandering (cracking and packing) and their effects.
- I can compare unitary and federal states.
- I can explain physical, cultural, economic and political causes of devolution.
- I can explain how supranational organizations challenge sovereignty and evaluate centripetal and centrifugal forces in a given state.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Standards Addressed — Unit 4

- 7.3.12.E
- 7.1.12.B
- 7.4.12. B
- CC.8.5.11-12. F
- CC.8.6.11-12. A

Vocabulary

Content: political geography, state, nation, nation-state, multinational state, multistate nation, stateless nation, autonomous region, semi-autonomous region, sovereignty, territoriality, self-determination, colonialism, imperialism, neocolonialism, choke point, shatterbelt, boundary, antecedent boundary, subsequent boundary, consequent boundary, superimposed boundary, geometric boundary, relic boundary, define, delimit, demarcate, administer, UNCLOS, territorial sea, exclusive economic zone (EEZ), voting district, redistricting, reapportionment, gerrymandering, cracking, packing, unitary state, federal state, devolution, balkanization, irredentism, ethnic separatism, terrorism, supranationalism, supranational organization (UN, EU, NATO, ASEAN, African Union, USMCA), centripetal force, centrifugal force, failed state.

Resources: AP Classroom: AP Daily videos 4.1–4.10, Topic Questions, PPC 4, Question Bank for building the midterm; Council on Foreign Relations Global Conflict Tracker; CIA World Factbook for boundary and government data; Redistricting lab: Dave's Redistricting App or Princeton Gerrymandering Project maps; Local hook: examine Pennsylvania's 2018 congressional map redraw (League of Women Voters v. Commonwealth) and how Erie's district lines have changed.

Multilingual Learner / Language Support

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IEP Learner or 504 Plan Learner

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3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
29	*4.1 Introduction to Political Geography*	*AP Daily 4.1; Topic Questions*
30	4.2 Political Processes	*AP Daily 4.2; Topic Questions*
31	*4.3 Political Power and Territoriality*	*AP Daily 4.3; Topic Questions*
32	*4.4 Defining Political Boundaries*	*AP Daily 4.4; Topic Questions*
33	*4.5 The Function of Political Boundaries*	*AP Daily 4.5; Topic Questions*
34	*4.6 Internal Boundaries*	*AP Daily 4.6; Topic Questions*
35	*4.7 Forms of Governance*	*AP Daily 4.7; Topic Questions*
36	*4.8 Defining Devolutionary Factors*	*AP Daily 4.8; Topic Questions*
37	*4.9 Challenges to Sovereignty*	*AP Daily 4.9; Topic Questions*
38	*4.10 Consequences of Centrifugal and Centripetal Forces*	*AP Daily 4.10; Topic Questions; PPC 4 and FRQ*
39	*Unit 4 test*	*Question bank custom assessment; Unit test*

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AP Human Geography Curriculum & Pacing Guide

Unit 5: *Agriculture and Rural Land-Use Patterns and Processes*

Unit Overview

Students trace agriculture from its hearths through three agricultural revolutions to today's global food system. They apply the von Thünen model and weigh the environmental and social costs of how food is produced.

Essential Questions

- How do physical geography and economics determine what is farmed where?
- How did the agricultural revolutions change where and how people live?
- Does the von Thünen model still explain agricultural land use in a global economy?
- What are the environmental, social and economic costs of modern agriculture?
- How do the roles of women and small farmers shape global food production?

Unit 5: I Can Statements (Weeks 8-10)

- I can compare intensive and extensive farming practices and explain where each occurs.
- I can identify rural settlement patterns (clustered, dispersed, linear) and survey methods (metes and bounds, township and range, long lot).
- I can explain the hearths and diffusion of plant and animal domestication and the Columbian Exchange.
- I can explain the causes and effects of the Second Agricultural Revolution and the Green Revolution.
- I can match agricultural production regions with climate and explain subsistence versus commercial agriculture.
- I can explain economies of scale, commodity chains, bid-rent and agribusiness in the spatial organization of agriculture.
- I can apply and critique the von Thünen model.
- I can explain the global system of agriculture, including food deserts, fair trade and food insecurity.
- I can explain environmental consequences such as desertification, soil salinization, deforestation and pollution, and evaluate responses such as organic, sustainable and local food movements.
- I can explain the role of women in agricultural production and how it varies by region.

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Unit 5 Reference — Agriculture and Rural Land-Use Patterns and Processes (Week 8-10)

Standards Addressed — Unit 5

- 7.3.12.C, D
- 7.4.12. A, B
- 7.2.12.B
- CC.8.5.11-12. C
- CC.8.6.11-12. B

Vocabulary

Content: agriculture, primary sector, intensive agriculture, extensive agriculture, market gardening, plantation agriculture, mixed crop and livestock, shifting cultivation, slash-and-burn, pastoral nomadism, ranching, Mediterranean agriculture, subsistence agriculture, commercial agriculture, clustered settlement, dispersed settlement, linear settlement, metes and bounds, township and range, long-lot system, agricultural hearth, domestication, Columbian Exchange, Neolithic (First) Agricultural Revolution, Second Agricultural Revolution, Green Revolution, high-yield seeds, mechanization, monocropping, monoculture, commodity chain, economies of scale, agribusiness, bid-rent theory, von Thünen model, food desert, food insecurity, fair trade, cash crop, value-added specialty crops, genetically modified organisms (GMOs), aquaculture, terraced farming, irrigation, salinization, desertification, overgrazing, deforestation, organic farming, sustainable agriculture, community-supported agriculture (CSA), local food movement.

Resources: AP Classroom: AP Daily videos 5.1–5.12, Topic Questions, PPC 5, Question Bank data-stimulus FRQs; USDA Census of Agriculture and USDA ERS Food Access Research Atlas (food deserts); FAO FAOSTAT for global production data; Our World in Data agricultural land use and crop yield charts; Local hook: map Erie County's Concord grape belt and dairy farms against distance to market to test von Thünen, and use the Food Access Research Atlas to find food deserts in Erie.

Multilingual Learner / Language Support

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- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

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IEP Learner or 504 Plan Learner

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3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
40	*5.1 Introduction to Agriculture*	*AP Daily 5.1; Topic Questions*
41	5.2 Settlement Patterns and Survey Methods; 5.3 Agricultural Origins and Diffusions	*AP Daily 5.2-5.3; Topic Questions*
42	*5.4 The Second Agricultural Revolution*	*AP Daily 5.4; Topic Questions*
43	*5.5 The Green Revolution*	*AP Daily 5.5; Topic Questions*
44	*5.6 Agricultural Production Regions*	*AP Daily 5.6; Topic Questions*
45	*5.7 Spatial Organization of Agriculture*	*AP Daily 5.7; Topic Questions*
46	*5.8 Von Thünen Model (local application lab)*	*AP Daily 5.8; Topic Questions*
47	*5.9 The Global System of Agriculture*	*AP Daily 5.9; Topic Questions*
48	*5.10 Consequences of Agricultural Practices*	*AP Daily 5.10; Topic Questions*
49	*5.11 Challenges of Contemporary Agriculture; 5.12 Women in Agriculture*	*AP Daily 5.11-5.12; Topic Questions; PPC 5 MCQ*
50	*Review and assessment*	*PPC 5 FRQ; unit test*

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AP Human Geography Curriculum & Pacing Guide

Unit 6: *Cities and Urban Land-Use Patterns and Processes*

Unit Overview

Students explain why cities form, grow and connect, then analyze their internal structure with urban models. The unit ends with the challenges of urban change and sustainability, using real urban data.

Essential Questions

- Why do cities form where they do, and what drives their growth?
- How are cities connected in a global hierarchy?
- How well do urban models explain land use in cities in different world regions?
- How do infrastructure, density and policy shape who lives where in a city?
- How can cities grow while remaining livable, equitable and sustainable?

Unit 6: I Can Statements (Weeks 11-13)

- I can explain how site and situation influence the origin and growth of cities.
- I can describe the processes of suburbanization, sprawl and edge-city development and explain megacities and metacities.
- I can explain the world city hierarchy and how cities function as nodes of globalization.
- I can apply the rank-size rule, primate city and central place theory (threshold and range).
- I can compare the Burgess, Hoyt, Harris–Ullman and galactic models with the Latin American, African and Southeast Asian city models.
- I can explain bid-rent and how residential density varies within a city.
- I can explain how transportation and infrastructure shape urban development.
- I can evaluate smart-growth policies, new urbanism, greenbelts and mixed-use zoning.
- I can use quantitative and qualitative urban data (census, surveys, field observation) to analyze a city.
- I can explain the causes and effects of gentrification, redlining, blockbusting, squatter settlements and urban environmental problems.

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Standards Addressed — Unit 6

- 7.3.12.C,
- 7.1.12.A
- 7.4.12.B
- CC.8.5.11-12. G
- CC.8.6.11-12. G, H

Vocabulary

Content: urbanization, site, situation, suburbanization, urban sprawl, edge city, boomburb, exurb, megacity, metacity, megalopolis, world city, global city hierarchy, primate city, rank-size rule, central place theory, threshold, range, hinterland, gravity model, Burgess concentric zone model, Hoyt sector model, Harris–Ullman multiple nuclei model, galactic city (peripheral) model, Latin American city model (Griffin–Ford), African city model, Southeast Asian city model (McGee), central business district (CBD), bid-rent theory, zone in transition, density gradient, infrastructure, smart growth, new urbanism, greenbelt, mixed-use development, urban growth boundary, zoning, redlining, blockbusting, filtering, gentrification, disamenity zone, squatter settlement (informal settlement), urban renewal, brownfield, urban heat island, food desert, inclusionary zoning.

Resources: AP Classroom: AP Daily videos 6.1–6.11, Topic Questions, PPC 6, Question Bank image and data FRQs; U.S. Census Bureau data.census.gov and American Community Survey for urban data; University of Richmond Mapping Inequality (historical redlining maps); GaWC world city rankings; UN World Urbanization Prospects data; Local hook: field study of Erie's urban structure (downtown CBD, bayfront redevelopment, Millcreek suburban retail corridor) and compare it with the Burgess and Harris–Ullman models; view Erie's 1930s HOLC map on Mapping Inequality if available.

Multilingual Learner / Language Support

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- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

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IEP Learner or 504 Plan Learner

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3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
51	*6.1 The Origin and Influences of Urbanization*	*AP Daily 6.1; Topic Questions*
52	6.2 Cities Across the World	*AP Daily 6.2; Topic Questions*
53	*6.3 Cities and Globalization*	*AP Daily 6.3; Topic Questions*
54	*6.4 The Size and Distribution of Cities*	*AP Daily 6.4; Topic Questions*
55	*6.5 The Internal Structure of Cities (North American models)*	*AP Daily 6.5; Topic Questions*
56	*6.5 The Internal Structure of Cities (world regional models)*	*AP Daily 6.5; Topic Questions*
57	*6.6 Density and Land Use;* *6.7 Infrastructure*	*AP Daily 6.6-6.7; Topic Questions*
58	*6.8 Urban Sustainability*	*AP Daily 6.8; Topic Questions*
59	*6.9 Urban Data;* *6.10 Challenges of Urban Changes*	*AP Daily 6.9-6.10; Topic Questions*
60	*6.11 Challenges of Urban Sustainability*	*AP Daily 6.11; Topic Questions;* *PPC 6 MCQ*
61	*Review and assessment*	*PPC 6 FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 7: *Industrial and Economic Development Patterns and Processes*

Unit Overview

Students explain how industrialization spread, how development is measured, and why the world economy is unevenly developed. The unit ties together population, culture, politics, agriculture and cities, making it a natural bridge into exam review.

Essential Questions

- How did the Industrial Revolution reshape where people live and work?
- How should development be measured, and what do different measures hide?
- Which theory best explains why some countries are wealthier than others?
- How do trade, globalization and deindustrialization create winners and losers?
- Can economic development be sustainable?

Unit 7: I Can Statements (Weeks 13-15)

- I can explain how the Industrial Revolution diffused and how it changed demographics and settlement.
- I can classify economic activities into primary, secondary, tertiary, quaternary and quinary sectors and explain shifts between them.
- I can explain Weber's least cost theory, including agglomeration and break-of-bulk points.
- I can compare development using GDP, GNP, GNI per capita, sectoral structure, income distribution, fertility, IMR, access to health care, literacy and the HDI.
- I can explain the Gender Inequality Index and how women's roles affect economic development.
- I can compare Rostow's stages of growth, Wallerstein's world system theory, dependency theory and commodity dependence.
- I can explain the roles of complementarity, comparative advantage, neoliberal policies, free trade agreements and international lenders (World Bank, IMF) in the world economy.
- I can explain outsourcing, offshoring, deindustrialization, special economic zones, free trade zones and growth poles.
- I can explain microloans, ecotourism and the UN Sustainable Development Goals as approaches to sustainable development.

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Unit 7 Reference — Industrial and Economic Patterns and Processes (Week 13-15)

Standards Addressed — Unit 7

- 7.3.12.D,
- 7.4.12.A, B
- 7.1.12.B
- CC.8.5.11-12. H
- CC.8.6.11-12. A

Vocabulary

Content: Industrial Revolution, primary sector, secondary sector, tertiary sector, quaternary sector, quinary sector, Weber's least cost theory, agglomeration, break-of-bulk point, bulk-gaining and bulk-reducing industries, labor-intensive, capital-intensive, Fordism, post-Fordism, just-in-time delivery, gross domestic product (GDP), gross national product (GNP), gross national income (GNI) per capita, purchasing power parity (PPP), formal and informal economy, Human Development Index (HDI), Gender Inequality Index (GII), Rostow's stages of economic growth, Wallerstein's world system theory, core, semi-periphery, periphery, dependency theory, commodity dependence, complementarity, comparative advantage, neoliberalism, free trade agreement, World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), outsourcing, offshoring, deindustrialization, Rust Belt, special economic zone (SEZ), free trade zone, export processing zone, maquiladora, growth pole, multiplier effect, new international division of labor, microloan (microfinance), ecotourism, sustainable development, UN Sustainable Development Goals (SDGs).

Resources: AP Classroom: AP Daily videos 7.1–7.8, Topic Questions, PPC 7, Question Bank development-data FRQs; UNDP Human Development Reports (HDI and GII data); World Bank Open Data; Our World in Data development indicators; WTO trade profiles; UN SDG Tracker; Local hook: trace Erie's shift from heavy manufacturing (locomotives, paper, plastics) to health care, insurance and education services as a case of deindustrialization and sector change.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

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IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
62	*7.1 The Industrial Revolution*	*AP Daily 7.1; Topic Questions*
63	7.2 Economic Sectors and Patterns	*AP Daily 7.2; Topic Questions*
64	*7.3 Measures of Development*	*AP Daily 7.3; Topic Questions*
65	*7.4 Women and Economic Development*	*AP Daily 7.4; Topic Questions*
66	*7.5 Theories of Development (Rostow, Wallerstein)*	*AP Daily 7.5; Topic Questions*
67	*7.5 Theories of Development (dependency, commodity dependence); development data project*	*AP Daily 7.5; Topic Questions*
68	*7.6 Trade and the World Economy*	*AP Daily 7.6; Topic Questions*
69	*7.7 Changes as a Result of the World Economy*	*AP Daily 7.7; Topic Questions*
70	*7.8 Sustainable Development*	*AP Daily 7.8; Topic Questions*
71	*Review and assessment*	*PPC 7 FRQ; unit test*

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