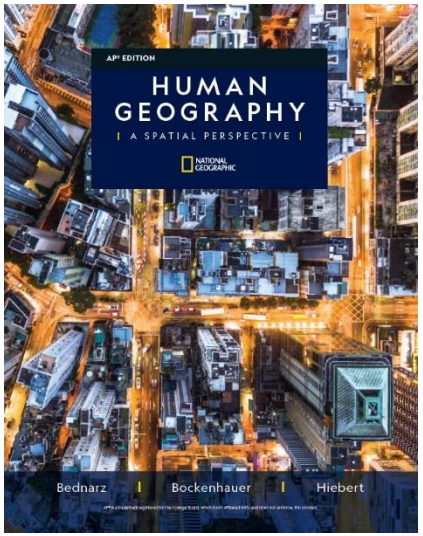

Correlation of

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to

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Learning Objectives/Essential Knowledge	Where Addressed
Course Skills The course skills are central to the study and practice of human geography. Students should have the opportunity to develop and apply the described skills on a regular basis over the span of the course.	
Skill Category 1: *Concepts and Processes* Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.	
1.A Describe geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21-22, 27-35, 42, 44-47, 92, 142, 414, 571
1.B Explain geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21, 27-35, 44-47, 52, 484-485, 570, 572
1.C Compare geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21, 27-35, 44-47, 52, 484-485, 570, 572
1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	This Course Skill is addressed throughout. For example, see: 146, 312, 348, 412, 414, 431-437, 452, 484-485
1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	This Course Skill is addressed throughout. For example, see: 22, 53, 92, 144, 414, 432, 486, 516, 571-572
Skill Category 2: *Spatial Relationships* Analyze geographic patterns, relationships, and outcomes in applied contexts.	
2.A Describe spatial patterns, networks, and relationships.	This Course Skill is addressed throughout. For example, see: 7,16, 25, 31-32, 36-46, 177, 227, 231, 394
2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	This Course Skill is addressed throughout. For example, see: 25, 31-32, 384, 394, 429, 438, 440, 489, 503-505, 509
2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	85, 109, 567
2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	16, 74-76, 141, 220, 224, 226, 319, 431-458
2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.	This Course Skill is addressed throughout. For example, see: 4, 7-10, 12, 14, 23-25, 49, 199, 259, 275, 337
Skill Category 3: *Data Analysis* Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.	
3.A Identify the different types of data presented in maps and in quantitative and geospatial data.	This Course Skill is addressed throughout. For example, see: 9,15, 17, 44, 207, 316, 393, 463, 500, 530

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Learning Objectives/Essential Knowledge	Where Addressed
3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	This Course Skill is addressed throughout. For example, see: 64, 77, 89, 123, 207, 210, 296, 320, 392, 410
3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	This Course Skill is addressed throughout. For example, see: 90, 98, 137, 273, 360, 464, 500, 519, 554, 593
3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	This Course Skill is addressed throughout. For example, see: 10, 107, 116, 128, 209-210, 269, 273, 249, 273, 275, 301, 315
3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	This Course Skill is addressed throughout. For example, see: 9,13,15, 17, 31, 45, 64, 203, 310, 320, 392
3.F Explain possible limitations of the data provided.	38-39, 76, 525
Skill Category 4: *Source Analysis* Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.	
4.A Identify the different types of information presented in visual sources.	2-3, 27-34,-34, 36-43, 63, 81
4.B Describe the spatial patterns presented in visual sources.	44-46, 48-49, 63-68, 94, 108-109
4.C Explain patterns and trends in visual sources to draw conclusions.	70-73, 83-85, 100, 108
4.D Compare patterns and trends in sources to draw conclusions.	72-73, 83-85, 87-91, 103-109
4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	98, 106-109
4.F Explain possible limitations of visual sources provided.	76, 343, 486, 516, 525, 542, 567
Skill Category 5: *Scale Analysis* Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.	
5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	15-19, 24-25, 392
5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	This Course Skill is addressed throughout. For example, see: 15-19, 24-25, 28, 37, 52, 55, 63-67, 229, 299
5.C Compare geographic characteristics and processes at various scales.	This Course Skill is addressed throughout. For example, see: 15-19, 24-25, 28, 37, 52, 55, 63-67, 229, 299
5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.	This Course Skill is addressed throughout. For example, see: 15-19, 24-25, 37, 229, 312, 348-349, 480

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Learning Objectives/Essential Knowledge	Where Addressed
Big Ideas The big ideas serve as the foundation of the course and enable students to create meaningful connections among course concepts. Often, these big ideas are abstract concepts or themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allow students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.	
BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION (PSO) Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.	
BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP) Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.	
BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE (SPS) A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.	

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Learning Objectives/Essential Knowledge	Where Addressed
AP® Human Geography Course	
UNIT 1: Thinking Geographically This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the "why of where" to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.	
TOPIC 1.1 Introduction to Maps	
ENDURING UNDERSTANDING	
IMP-1 Geographers use maps and data to depict relationships of time, space, and scale.	
LEARNING OBJECTIVE	
IMP-1.A Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.	36-43, 53-57
ESSENTIAL KNOWLEDGE	
IMP-1.A.1 Types of maps include reference maps and thematic maps.	40-43
IMP-1.A.2 Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation.	25, 38-39, 48-49, 54-57
IMP-1.A.3 All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.	38-39, 54-55
TOPIC 1.2 Geographic Data	
IMP-1 Geographers use maps and data to depict relationships of time, space, and scale.	
IMP-1.B Identify different methods of geographic data collection.	29-30

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Learning Objectives/Essential Knowledge	Where Addressed
IMP-1.B.1 Data may be gathered in the field by organizations or by individuals.	30
IMP-1.B.2 Geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization.	31-34
IMP-1.B.3 Spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation.	31-35
TOPIC 1.3 The Power of Geographic Data	
IMP-1 Geographers use maps and data to depict relationships of time, space, and scale.	
IMP-1.C Explain the geographical effects of decisions made using geographical information.	44-46, 48-49
IMP-1.C.1 Geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business and organizational, and governmental decision-making purposes.	7, 15-16
TOPIC 1.4 Spatial Concepts	
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns.	
PSO-1.A Define major geographic concepts that illustrate spatial relationships.	7-10, 15-19
PSO-1.A.1 Spatial concepts include absolute and relative location, space, place, flows, distance decay, time-space compression, and pattern.	7-10, 15-19
TOPIC 1.5 Human-Environmental Interaction	
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns.	
PSO-1.B Explain how major geographic concepts illustrate spatial relationships.	7, 15-18, 21
PSO-1.B.1 Concepts of nature and society include sustainability, natural resources, and land use.	20-23
PSO-1.B.2 Theories regarding the interaction of the natural environment with human societies have evolved from environmental determinism to possibilism.	9-10, 24
TOPIC 1.6 Scales of Analysis	
PSO-1 Geographers analyze relationships among and between places to reveal important spatial patterns.	
PSO-1.C Define scales of analysis used by geographers.	15-19

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Learning Objectives/Essential Knowledge	Where Addressed
PSO-1.C.1 Scales of analysis include global, regional, national, and local.	16-18
PSO-1.D Explain what scales of analysis reveal.	15-19
PSO-1.D.1 Patterns and processes at different scales reveal variations in, and different interpretations of, data.	16, 19
TOPIC 1.7 Regional Analysis	
SPS-1 Geographers analyze complex issues and relationships with a distinctively spatial perspective.	
SPS-1.A Describe different ways that geographers define regions.	16-18
SPS-1.A.1 Regions are defined on the basis of one or more unifying characteristics or on patterns of activity.	16
SPS-1.A.2 Types of regions include formal, functional, and perceptual/vernacular.	18
SPS-1.A.3 Regional boundaries are transitional and often contested and overlapping.	16
SPS-1.A.4 Geographers apply regional analysis at local, national, and global scales.	16

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Learning Objectives/Essential Knowledge	Where Addressed
UNIT 2: Population and Migration Patterns and Processes This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements. Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.	
TOPIC 2.1 Population Distribution	
ENDURING UNDERSTANDING	
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.	
LEARNING OBJECTIVE	
PSO-2.A Identify the factors that influence the distribution of human populations at different scales.	63
ESSENTIAL KNOWLEDGE	
PSO-2.A.1 Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.	63-66
PSO-2.A.2 Factors that illustrate patterns of population distribution vary according to the scale of analysis.	63
PSO-2.B Define methods geographers use to calculate population density.	65-66
PSO-2.B.1 The three methods for calculating population density are arithmetic, physiological, and agricultural.	63

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Learning Objectives/Essential Knowledge	Where Addressed
PSO-2.C Explain the differences between and the impact of methods used to calculate population density.	67-68
PSO-2.C.1 The method used to calculate population density reveals different information about the pressure the population exerts on the land.	70-72
TOPIC 2.2 Consequences of Population Distribution	
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.	
PSO-2.D Explain how population distribution and density affect society and the environment.	70-72
PSO-2.D.1 Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care.	72
PSO-2.D.2 Population distribution and density affect the environment and natural resources; this is known as carrying capacity.	70-72, 84
TOPIC 2.3 Population Composition	
PSO-2 Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.	
PSO-2.E Describe elements of population composition used by geographers.	76-76
PSO-2.E.1 Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.	75-76, 81-83, 85
PSO-2.F Explain ways that geographers depict and analyze population composition.	81-83, 85
PSO-2.F.1 Population pyramids are used to assess population growth and decline and to predict markets for goods and services.	81-83, 85
TOPIC 2.4 Population Dynamics	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.A Explain factors that account for contemporary and historical trends in population growth and decline.	77-80
IMP-2.A.1 Demographic factors that determine a population's growth and decline are fertility, mortality, and migration.	77-80, 87-96
IMP-2.A.2 Geographers use the rate of natural increase and population-doubling time to explain population growth and decline.	87-88
IMP-2.A.3 Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.	88-91

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 2.5 The Demographic Transition Model	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.B Explain theories of population growth and decline.	92-96
IMP-2.B.1 The demographic transition model can be used to explain population change over time.	93
IMP-2.B.2 The epidemiological transition explains causes of changing death rates.	93-96
TOPIC 2.6 Malthusian Theory	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.B Explain theories of population growth and decline.	92-93
IMP-2.B.3 Malthusian theory and its critiques are used to analyze population change and its consequences.	92-93
TOPIC 2.7 Population Policies	
SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics.	
SPS-2.A Explain the intent and effects of various population and immigration policies on population size and composition.	99-102
SPS-2.A.1 Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies.	99
TOPIC 2.8 Women and Demographic Change	
SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics.	
SPS-2.B Explain how the changing role of females has demographic consequences in different parts of the world.	91
SPS-2.B.1 Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.	88-90
SPS-2.B.2 Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.	91

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 2.9 Aging Populations	
SPS-2 Changes in population have long- and short-term effects on a place's economy, culture, and politics.	
SPS-2.C Explain the causes and consequences of an aging population.	104-105
SPS-2.C.1 Population aging is determined by birth and death rates and life expectancy.	93-96, 99
SPS-2.C.2 An aging population has political, social, and economic consequences, including the dependency ratio.	104-107
TOPIC 2.10 Causes of Migration	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.C Explain how different causal factors encourage migration.	65-66, 111
IMP-2.C.1 Migration is commonly divided into push factors and pull factors.	112
IMP-2.C.2 Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.	113-114
TOPIC 2.11 Forced and Voluntary Migration	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.D Describe types of forced and voluntary migration.	115, 118, 122-124
IMP-2.D.1 Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.	115, 118-120
IMP-2.D.2 Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.	115-118, 122-124
TOPIC 2.12 Effects of Migration	
IMP-2 Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.	
IMP-2.E Explain historical and contemporary geographic effects of migration.	128, 137
IMP-2.E.1 Migration has political, economic, and cultural effects.	135-137

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Learning Objectives/Essential Knowledge	Where Addressed
UNIT 3: Cultural Patterns and Processes The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes. This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. Rather than emphasize the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales. An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit.	
TOPIC 3.1 Introduction to Culture	
ENDURING UNDERSTANDING	
PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.	
LEARNING OBJECTIVE	
PSO-3.A Define the characteristics, attitudes, and traits that influence geographers when they study culture.	153-156
ESSENTIAL KNOWLEDGE	
PSO-3.A.1 Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.	153
PSO-3.A.2 Cultural traits include such things as food preferences, architecture, and land use.	153
PSO-3.A.3 Cultural relativism and ethnocentrism are different attitudes toward cultural difference.	154-155

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 3.2 Cultural Landscapes	
PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.	
PSO-3.B Describe the characteristics of cultural landscapes.	157-160
PSO-3.B.1 Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.	157-158
PSO-3.C Explain how landscape features and land and resource use reflect cultural beliefs and identities.	161
PSO-3.C.1 Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.	161
TOPIC 3.3 Cultural Patterns	
PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.	
PSO-3.D Explain patterns and landscapes of language, religion, ethnicity, and gender.	161
PSO-3.D.1 Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.	161
PSO -3.D.2 Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.	161
TOPIC 3.4 Types of Diffusion	
IMP-3 The interaction of people contributes to the spread of cultural practices.	
IMP-3.A Define the types of diffusion.	179-184
IMP-3.A.1 Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.	179-184
TOPIC 3.5 Historical Causes of Diffusion	
SPS-3 Cultural ideas, practices, and innovations change or disappear over time.	
SPS-3.A Explain how historical processes impact current cultural patterns.	184-188
SPS-3.A.1 Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca.	185-189
SPS-3.A.2 Colonialism, imperialism, and trade helped to shape patterns and practices of culture.	18-9-190

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 3.6 Contemporary Causes of Diffusion	
SPS-3 Cultural ideas, practices, and innovations change or disappear over time.	
SPS-3.A Explain how historical processes impact current cultural patterns.	185-190
SPS-3.A.3 Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships.	191-193
SPS-3.A.4 Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.	189-190
TOPIC 3.7 Diffusion of Religion and Language	
IMP-3 The interaction of people contributes to the spread of cultural practices.	
IMP-3.B Explain what factors lead to the diffusion of universalizing and ethnic religions.	201-227
IMP-3.B.1 Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.	202-227
IMP-3.B.2 Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations.	218
IMP-3.B.3 Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused.	219-223
IMP-3.B.4 Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.	223-225
IMP-3.B.5 Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.	194-197
TOPIC 3.8 Effects of Diffusion	
SPS-3 Cultural ideas, practices, and innovations change or disappear over time.	
SPS-3.B Explain how the process of diffusion results in changes to the cultural landscape.	194-197
SPS-3.B.1 Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.	194-197

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Learning Objectives/Essential Knowledge	Where Addressed
UNIT 4: Political Patterns and Processes This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters. Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces.	
TOPIC 4.1 Introduction to Political Geography	
ENDURING UNDERSTANDING	
PSO-4 The political organization of space results from historical and current processes, events, and ideas.	
LEARNING OBJECTIVE	
PSO-4.A For world political maps:	
a. Define the different types of political entities.	241-244
b. Identify a contemporary example of political entities.	241-244
ESSENTIAL KNOWLEDGE	
PSO-4.A.1 Independent states are the primary building blocks of the world political map.	241-242
PSO-4.A.2 Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.	242-244

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 4.2 Political Processes	
PSO-4 The political organization of space results from historical and current processes, events, and ideas.	
PSO-4.B Explain the processes that have shaped contemporary political geography.	241-244, 247-249
PSO-4.B.1 The concepts of sovereignty, nation-states, and self-determination shape the contemporary world.	241-244
PSO-4.B.2 Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries.	247-249
TOPIC 4.3 Political Power and Territoriality	
PSO-4 The political organization of space results from historical and current processes, events, and ideas.	
PSO-4.C Describe the concepts of political power and territoriality as used by geographers.	244-245
PSO-4.C.1 Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points.	245-246
PSO-4.C.2 Territoriality is the connection of people, their culture, and their economic systems to the land.	254-258
TOPIC 4.4 Defining Political Boundaries	
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.	
IMP-4.A Define types of political boundaries used by geographers.	254-258
IMP-4.A.1 Types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries.	254-256
TOPIC 4.5 The Function of Political Boundaries	
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.	
IMP-4.B Explain the nature and function of international and internal boundaries.	249-251
IMP-4.B.1 Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested.	250-251
IMP-4.B.2 Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference.	251-254

Learning Objectives/Essential Knowledge	Where Addressed
IMP-4.B.3 Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources.	254-257
IMP-4.B.4 The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones.	255-257
TOPIC 4.6 Internal Boundaries	
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.	
IMP-4.B Explain the nature and function of international and internal boundaries.	249-252
IMP-4.B.5 Voting districts, redistricting, and gerrymandering affect election results at various scales.	270-273
TOPIC 4.7 Forms of Governance	
IMP-4 Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.	
IMP-4.C Define federal and unitary states.	261-267
IMP-4.C.1 Forms of governance include unitary states and federal states.	261-267
IMP-4.D Explain how federal and unitary states affect spatial organization.	263-264, 267
IMP-4.D.1 Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers.	263-268, 267
TOPIC 4.8 Defining Devolutionary Factors	
SPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty.	
SPS-4.A Define factors that lead to the devolution of states.	277-279
SPS-4.A.1 Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism.	277-279
TOPIC 4.9 Challenges to Sovereignty	
SPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty.	
SPS-4.B Explain how political, economic, cultural, and technological changes challenge state sovereignty.	277-279, 283-285

Learning Objectives/Essential Knowledge	Where Addressed
SPS-4.B.1 Devolution occurs when states fragment into autonomous regions; subnational political-territorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Eritrea, South Sudan, East Timor, and states that were part of the former Soviet Union.	279
SPS-4.B.2 Advances in communication technology have facilitated devolution, supranationalism, and democratization.	275
SPS-4.B.3 Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism.	278
SPS-4.B.4 Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union—can challenge state sovereignty by limiting the economic or political actions of member states.	283-285
TOPIC 4.10 Consequences of Centrifugal and Centripetal Forces	
SPS-4 Political, economic, cultural, or technological changes can challenge state sovereignty.	
SPS-4.C Explain how the concepts of centrifugal and centripetal forces apply at the state scale.	288-291
SPS-4.C.1 Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements.	288-291
SPS-4.C.2 Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.	290-291

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Learning Objectives/Essential Knowledge	Where Addressed
UNIT 5: Agriculture and Rural Land-Use Patterns and Processes This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human-environmental relationships studied in Unit 1. Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production.	
TOPIC 5.1 Introduction to Agriculture	
ENDURING UNDERSTANDING	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns.	
LEARNING OBJECTIVE	
PSO-5.A Explain the connection between physical geography and agricultural practices.	307-311
ESSENTIAL KNOWLEDGE	
PSO-5.A.1 Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.	309-311, 318
PSO-5.A.2 Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems.	314-317
PSO-5.A.3 Extensive farming practices include shifting cultivation, nomadic herding, and ranching.	318
TOPIC 5.2 Settlement Patterns and Survey Methods	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns.	
PSO-5.B Identify different rural settlement patterns and methods of surveying rural settlements.	315
PSO-5.B.1 Specific agricultural practices shape different rural land-use patterns.	313

Learning Objectives/Essential Knowledge	Where Addressed
PSO-5.B.2 Rural settlement patterns are classified as clustered, dispersed, or linear.	315
PSO-5.B.3 Rural survey methods include metes and bounds, township and range, and long lot.	313, 315
TOPIC 5.3 Agricultural Origins and Diffusions	
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology.	
SPS-5.A Identify major centers of domestication of plants and animals.	316, 320-321, 324-326
SPS-5.A.1 Early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America.	324-328
SPS-5.B Explain how plants and animals diffused globally.	327-329
SPS-5.B.1 Patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals.	327-329
TOPIC 5.4 The Second Agricultural Revolution	
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology.	
SPS-5.C Explain the advances and impacts of the second agricultural revolution.	331-332
SPS-5.C.1 New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories.	331-332
TOPIC 5.5 The Green Revolution	
SPS-5 Agriculture has changed over time because of cultural diffusion and advances in technology.	
SPS-5.D Explain the consequences of the Green Revolution on food supply and the environment in the developing world.	333-335
SPS-5.D.1 The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming.	333
SPS-5.D.2 The Green Revolution had positive and negative consequences for both human populations and the environment.	333-334

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 5.6 Agricultural Production Regions	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns.	
PSO-5.C Explain how economic forces influence agricultural practices.	339-342
PSO-5.C.1 Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture).	353, 357
PSO-5.C.2 Intensive and extensive farming practices are determined in part by land costs (bid-rent theory).	312, 348-349, 394
TOPIC 5.7 Spatial Organization of Agriculture	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns.	
PSO-5.C Explain how economic forces influence agricultural practices.	339-340
PSO-5.C.3 Large-scale commercial agricultural operations are replacing small family farms.	339-340
PSO-5.C.4 Complex commodity chains link production and consumption of agricultural products.	344-346
PSO-5.C.5 Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land.	339-340, 355-356
TOPIC 5.8 Von Thünen Model	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns.	
PSO-5.D Describe how the von Thünen model is used to explain patterns of agricultural production at various scales.	348-349
PSO-5.D.1 Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen's concentric rings.	348-349
TOPIC 5.9 The Global System of Agriculture	
PSO-5 Availability of resources and cultural practices influence agricultural practices and land use patterns.	
PSO-5.E Explain the interdependence among regions of agricultural production and consumption.	350-354
PSO-5.E.1 Food and other agricultural products are part of a global supply chain.	350
PSO-5.E.2 Some countries have become highly dependent on one or more export commodities.	350-351

Learning Objectives/Essential Knowledge	Where Addressed
PSO-5.E.3 The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade.	351-354
TOPIC 5.10 Consequences of Agricultural Practices	
IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.	
IMP-5.A Explain how agricultural practices have environmental and societal consequences.	359-364
IMP-5.A.1 Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts.	363-364
IMP-5.A.2 Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape.	359-363, 369
IMP-5.A.3 Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose.	367-368, 374-376, 384-387
TOPIC 5.11 Challenges of Contemporary Agriculture	
IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.	
IMP-5.B Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.	370-376
IMP-5.B.1 Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use.	370-376
IMP-5.B.2 Patterns of food production and consumption are influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts.	374-376
IMP-5.B.3 Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization.	377-380
IMP-5.B.4 The location of food-processing facilities and markets, economies of scale, distribution systems, and government policies all have economic effects on food-production practices.	381-383

Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 5.12 Women in Agriculture	
IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.	
IMP-5.C Explain geographic variations in female roles in food production and consumption.	384-387
IMP-5.C.1 The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved.	384-387
UNIT 6: Cities and Urban Land- Use Patterns and Processes Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility. Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land-use zoning, smart growth policies, and public transportation-oriented development at local and international scales. This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.	
TOPIC 6.1 The Origin and Influences of Urbanization	
ENDURING UNDERSTANDING	
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources.	
LEARNING OBJECTIVE	
PSO-6.A Explain the processes that initiate and drive urbanization and suburbanization.	403-411

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Learning Objectives/Essential Knowledge	Where Addressed
ESSENTIAL KNOWLEDGE	
PSO-6.A.1 Site and situation influence the origin, function, and growth of cities.	403-409
PSO-6.A.2 Changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization.	407-409
TOPIC 6.2 Cities Across the World	
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources.	
PSO-6.A Explain the processes that initiate and drive urbanization and suburbanization.	409-411
PSO-6.A.3 Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery.	413, 420-421, 423
PSO-6.A.4 Processes of suburbanization, sprawl, and decentralization have created new land-use forms—including edge cities, exurbs, and boomburbs—and new challenges.	407-411
TOPIC 6.3 Cities and Globalization	
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources.	
PSO-6.B Explain how cities embody processes of globalization.	420-422
PSO-6.B.1 World cities function at the top of the world's urban hierarchy and drive globalization.	421
PSO-6.B.2 Cities are connected globally by networks and linkages and mediate global processes.	422
TOPIC 6.4 The Size and Distribution of Cities	
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources.	
PSO-6.C Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.	412-415
PSO-6.C.1 Principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory.	412-415

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 6.5 The Internal Structure of Cities	
PSO-6 The presence and growth of cities vary across geographical locations because of physical geography and resources.	
PSO-6.D Explain the internal structure of cities using various models and theories.	431-437
PSO-6.D.1 Models and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple-nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.	731-438
TOPIC 6.6 Density and Land Use	
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.	
IMP-6.A Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.	439-443
IMP-6.A.1 Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.	439-443
TOPIC 6.7 Infrastructure	
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.	
IMP-6.B Explain how a city's infrastructure relates to local politics, society, and the environment.	444-447
IMP-6.B.1 The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.	444-446
TOPIC 6.8 Urban Sustainability	
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.	
IMP-6.C Identify the different urban design initiatives and practices.	453-459
IMP-6.C.1 Sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities.	463-457
IMP-6.D Explain the effects of different urban design initiatives and practices.	457-459
IMP-6.D .1 Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.	457-462

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 6.9 Urban Data	
IMP-6 The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.	
IMP-6.E Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.	444-451, 481, 483
IMP-6.E.1 Quantitative data from census and survey data provide information about changes in population composition and size in urban areas.	448-449
IMP-6.E.2 Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.	447-448
TOPIC 6.10 Challenges of Urban Changes	
SPS-6 Urban areas face unique economic, political, cultural, and environmental challenges.	
SPS-6.A Explain causes and effects of geographic change within urban areas.	448-449, 460-462, 464, 470-471
SPS-6.A.1 As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment.	460-462, 464, 470-471
SPS-6.A.2 Squatter settlements and conflicts over land tenure within large cities have increased.	435, 465, 487
SPS-6.A.3 Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements.	466, 470
SPS-6.A.4 Urban renewal and gentrification have both positive and negative consequences.	375, 466, 469
SPS-6.A.5 Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues.	167, 470
TOPIC 6.11 Challenges of Urban Sustainability	
SPS-6 Urban areas face unique economic, political, cultural, and environmental challenges.	
SPS-6.B Describe the effectiveness of different attempts to address urban sustainability challenges.	457-459, 472-479, 481
SPS-6.B.1 Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use.	472-474

Learning Objectives/Essential Knowledge	Where Addressed
SPS-6.B.2 Responses to urban sustainability challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies.	476-479
UNIT 7: Industrial and Economic Development Patterns and Processes This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core-periphery relationships. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation. This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.	
TOPIC 7.1 The Industrial Revolution	
ENDURING UNDERSTANDING	
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.	
LEARNING OBJECTIVE	
SPS-7.A Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.	495-502
ESSENTIAL KNOWLEDGE	
SPS-7.A.1 Industrialization began as a result of new technologies and was facilitated by the availability of natural resources.	495-497

Learning Objectives/Essential Knowledge	Where Addressed
SPS-7.A.2 As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures.	498-499
SPS-7.A.3 Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.	499-500
TOPIC 7.2 Economic Sectors and Patterns	
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.	
SPS-7.B Explain the spatial patterns of industrial production and development.	503-519
SPS-7.B.1 The different economic sectors—including primary, secondary, tertiary, quaternary, and quinary—are characterized by distinct development patterns.	504-505
SPS-7.B.2 Labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semiperiphery, and periphery locations.	513-517
TOPIC 7.3 Measures of Development	
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.	
SPS-7.C Describe social and economic measures of development.	521-530
SPS-7.C.1 Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates.	521-523
SPS-7.C.2 Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation.	523-524, 527-530
SPS-7.C.3 The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.	525-526

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Learning Objectives/Essential Knowledge	Where Addressed
TOPIC 7.4 Women and Economic Development	
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.	
SPS-7.D Explain how and to what extent changes in economic development have contributed to gender parity.	527-539
SPS-7.D.1 The roles of women change as countries develop economically.	534-538
SPS-7.D.2 Although there are more women in the workforce, they do not have equity in wages or employment opportunities.	529-530, 534-536
SPS-7.D.3 Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.	537-538
TOPIC 7.5 Theories of Development	
SPS-7 Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.	
SPS-7.E Explain different theories of economic and social development.	540-543
SPS-7.E.1 Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.	540-543
TOPIC 7.6 Trade and the World Economy	
PSO-7 Economic and social development happen at different times and rates in different places.	
PSO-7.A Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.	547-559
PSO-7.A.1 Complementarity and comparative advantage establish the basis for trade.	547

Learning Objectives/Essential Knowledge	Where Addressed
PSO-7.A.2 Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization.	548
PSO-7.A.3 Government initiatives at all scales may affect economic development, including tariffs.	550-551
PSO-7.A.4 Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.	552-554
TOPIC 7.7 Changes as a Result of the World Economy	
PSO-7 Economic and social development happen at different times and rates in different places.	
PSO-7.A Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.	555-559
PSO-7.A.5 Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries.	556
PSO-7.A.6 In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export-processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs.	558-559
PSO-7.A.7 The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.	555-556
TOPIC 7.8 Sustainable Development	
IMP-7 Environmental problems stemming from industrialization may be remedied through sustainable development strategies.	
IMP-7.A Explain how sustainability principles relate to and impact industrialization and spatial development.	560-565
IMP-7.A.1 Sustainable development policies attempt to remedy problems stemming from natural-resource depletion, mass consumption, the effects of pollution, and the impact of climate change.	560-562

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Learning Objectives/Essential Knowledge	Where Addressed
IMP-7.A.2 Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population.	562-564
IMP-7.A.3 The UN's Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.	567