



# **HUMAN GEOGRAPHY**

Course Description

**MAY 2008, MAY 2009**

## **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit [www.collegeboard.com](http://www.collegeboard.com).

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

Dear Colleagues:

The College Board has pledged to become a stronger advocate in improving education for America's children. Our nation's college graduation rate is not what it should be and, with your help, we can do something about that. One of the best predictors of college performance is success in an AP<sup>®</sup> course in high school. A study published by the National Center for Educational Accountability has shown that students who succeed on AP Exams benefit academically with better college graduation rates than their fellows.

In 2006, more than 16,000 schools offered high school students the opportunity to take AP courses, and over 1.3 million students then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who are the heart and soul of the Advanced Placement Program<sup>®</sup>.

This AP Course Description summarizes the variety of approaches and curricula used in college courses corresponding to the AP course. Teachers have the flexibility to develop their own syllabi and lesson plans, and to bring their individual creativity to the AP classroom. In fact, AP Exams are designed around this flexibility and allow students whose courses vary significantly equal opportunities to demonstrate college-level achievement. Finally, this curricular flexibility is reflected in the AP Course Audit, which identifies elements considered by higher education as essential to a college-level course, providing a consistent standard for disparate AP classes across the world, while not setting forth a mandated AP curriculum.

The College Board is committed to supporting the work of AP teachers. AP workshops and summer institutes, held around the globe, provide stimulating professional development for tens of thousands of teachers each year. The College Board Fellows scholarships provide funds to support many teachers' attendance at these institutes. Teachers and administrators can also visit AP Central, the College Board's online home for AP professionals, at [apcentral.collegeboard.com](http://apcentral.collegeboard.com). Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to the AP Program, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP classes while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity not only by providing them with the challenges and rewards of rigorous academic programs like AP but also by preparing them in the years leading up to AP courses.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive, flowing style.

Gaston Caperton  
President  
The College Board



# Contents

Welcome to the AP Program .....	1
AP Courses .....	1
AP Exams .....	1
AP Course Audit .....	1
AP Human Geography .....	3
Introduction .....	3
The Course .....	3
Purpose .....	3
Goals .....	3
Teaching the Course .....	4
Topics .....	5
Topic Outline .....	9
The Exam .....	13
Sample Multiple-Choice Questions .....	13
Answers to Multiple-Choice Questions .....	17
Sample Free-Response Questions .....	18
AP Program Essentials .....	20
The AP Reading .....	20
AP Grades .....	20
Grade Distributions .....	20
Why Colleges Grant Credit, Placement, or Both for AP Grades .....	20
Guidelines on Setting Credit and Placement Policies for AP Grades .....	21
College and University AP Credit and Placement Policies .....	21
AP Scholar Awards .....	22
AP Calendar .....	22
Exam Security .....	22
Teacher Support .....	23
AP Central .....	23
Online Workshops and Events .....	23
Pre-AP .....	24
Pre-AP Professional Development .....	24
AP Publications and Other Resources .....	25
Free Resources .....	25
Priced Publications .....	26
Multimedia .....	27
Electronic Publications .....	28



## **Welcome to the AP® Program**

The Advanced Placement Program (AP) is a collaborative effort among motivated students; dedicated teachers; and committed high schools, colleges, and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 40 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central, the College Board's online home for AP professionals ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). Students can find more information at the AP student site ([www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents)).

### **AP Courses**

Thirty-seven AP courses in a wide variety of subject areas are available now. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course. See page 2 for a complete list of AP courses and exams.

### **AP Exams**

Each AP course has a corresponding exam that participating schools worldwide administer in May (except for AP Studio Art, which is a portfolio assessment). AP Exams contain multiple-choice questions and a free-response section (either essay or problem solving).

AP Exams are a culminating assessment in all AP courses and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will take the corresponding AP Exam. Because the College Board is committed to providing access to AP Exams for homeschooled students and students whose schools do not offer AP courses, it does not require students to take an AP course prior to taking an AP Exam.

### **AP Course Audit**

The AP Course Audit was created at the request of secondary school and college and university members of the College Board who sought a means to provide teachers and administrators with clear guidelines on the curricular and resource requirements that must be in place for AP courses. The AP Course Audit also helps colleges and universities better interpret secondary school courses marked "AP" on students' transcripts. To receive authorization from the College Board to label a course "AP," schools must demonstrate how their courses meet or exceed these requirements, which colleges and universities expect to see within a college-level curriculum.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at AP Central.

## **AP Courses and Exams**

### **Art**

Art History  
Studio Art: 2-D Design  
Studio Art: 3-D Design  
Studio Art: Drawing

### **Biology**

### **Calculus**

Calculus AB  
Calculus BC

### **Chemistry**

### **Chinese Language and Culture**

### **Computer Science**

Computer Science A  
Computer Science AB

### **Economics**

Macroeconomics  
Microeconomics

### **English**

English Language and Composition  
English Literature and Composition

### **Environmental Science**

### **French**

French Language  
French Literature

### **German Language**

### **Government and Politics**

Comparative Government and Politics  
United States Government and Politics

### **History**

European History  
United States History  
World History

### **Human Geography**

### **Italian Language and Culture**

### **Japanese Language and Culture**

### **Latin**

Latin Literature  
Latin: Vergil

### **Music Theory**

### **Physics**

Physics B  
Physics C: Electricity and Magnetism  
Physics C: Mechanics

### **Psychology**

### **Spanish**

Spanish Language  
Spanish Literature

### **Statistics**

# AP Human Geography

## INTRODUCTION

The Advanced Placement Program offers a course and exam in Human Geography to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in human geography. The exam presumes at least one semester of college-level preparation, as is described in this book.

The inclusion of material in this course description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by geographers who serve as members of the AP Human Geography Development Committee. In their judgment, the material printed here reflects the content of a typical introductory college course in human geography. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of introductory human geography.

## THE COURSE

An introductory college course in human geography is generally one semester in length, with some variation among colleges. An AP Human Geography course need not follow any specific college course curriculum. Rather, the aim of an AP course is to provide the student with a learning experience equivalent to that obtained in most college introductory human geography courses.

### Purpose

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

### Goals

The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, students should have developed skills that enable them to:

- *Use and think about maps and spatial data.* Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps and spatial data are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and spatial data to pose and solve problems, and when they learn to think critically about what is revealed and what is hidden in different maps and spatial arrays.

- *Understand and interpret the implications of associations among phenomena in places.* Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes.
- *Recognize and interpret at different scales the relationships among patterns and processes.* Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus, students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by developments at other scales (e.g., regional, national, or global). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.
- *Define regions and evaluate the regionalization process.* Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.
- *Characterize and analyze changing interconnections among places.* At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus, students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover, they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs.

## Teaching the Course

AP classes require extra time on the part of the teacher for preparation, individual consultation with students, and the reading of a much larger number of assignments than would normally be given to students in regular classes. Accordingly, the AP Human Geography Development Committee strongly urges that any teacher offering such a class be assigned reduced teaching hours. To facilitate the teaching and learning of human geography, the committee also suggests that schools enrich the map collection and other resource materials available to teachers and students in classrooms and libraries.

Although many schools are able to establish AP courses, some schools with fewer candidates offer qualified students tutorial work associated with a regular course or a program of independent study.

Examples of the content and organization of AP Human Geography courses or equivalent college courses, as well as suggestions for appropriate resource materials, are in the *AP Human Geography Teacher's Guide*. For information about ordering this publication and others, see pages 25–28. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

## Topics

### I. Geography: Its Nature and Perspectives

The AP Human Geography course emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe.

The course introduces students to the importance of spatial organization—the location of places, people, and events, and the connections among places and landscapes—in the understanding of human life on Earth.

Geographic concepts emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalization. These concepts are basic to students' understanding of spatial interaction and spatial behavior, the dynamics of human population growth and movement, patterns of culture, economic use of Earth, political organization of space, and human settlement patterns, particularly urbanization. Students learn how to use and interpret maps. They also learn to apply mathematical formulas, models, and qualitative data to geographical concepts. The course also makes use of the concept of the region, encourages students to consider the regional organization of various phenomena, and enables students to create regions in order to illustrate process.

A significant outcome of the course is students' awareness of the relevance of academic geography to everyday life and decision making. This combination of the academic and the applied gives students a sophisticated view of the world and an understanding of the manifold applications of what they have learned in the course.

### II. Population

A consideration of the ways in which the human population is organized geographically provides AP students with the tools they need to make sense of cultural, political, economic, and urban systems. Thus, many of the concepts and theories encountered in this part of the course crosscut with other course modules. In addition, the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community.

Explanations of why population is growing or declining in some places and not others center on understanding the processes of fertility, mortality, and migration. In stressing the relevance of place context, for example, students may assess why fertility rates have dropped in some parts of the developing world but not in others, and how age–sex structures vary from one country to another. Analysis of refugee

flows, immigration, internal migration, and residential mobility helps students appreciate the interconnections between population phenomena and other topics. Environmental degradation may prompt rapid out-migration and urbanization, in turn creating new pressures on the environment. Refugee flows may be magnified when groups have no access to political power because of the way boundaries have been drawn. Rapid immigration to certain parts of the world fosters regional differences in industrial employment and political sentiment toward foreigners. This part of the course also aids in our understanding of contemporary growth trends by considering how models of population change, including the demographic and epidemiological (mortality) transitions. Given these kinds of understandings, students are in a position to evaluate the role, strengths, and weaknesses of major population policies. For example, how might increasing the education levels of females lead to lower fertility?

### **III. Cultural Patterns and Processes**

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. In this section of the course, students begin with the concept of culture. They learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

A central concern is to comprehend how culture patterns are represented at a variety of geographic scales from local to global. Diffusion is a key concept in understanding how cultural traits (for example, agricultural practices and language) move through time and space to new locations. Students learn that the concept of region is central to the spatial distribution of cultural attributes.

The course also explores cultural differences at various scales according to language, religion, ethnicity, and gender. The geographies of language and religion are studied to illustrate processes of cultural diffusion and cultural differences. For example, students learn to distinguish between languages and dialects; ethnic and universalizing religions; and popular and folk cultures, and to understand why each has a different geographic pattern.

An important emphasis of the course is the way culture shapes human–environment relationships. For example, religion can influence environmental perception and modification. The differential impact on environment of traditional folk cultures versus popular cultures is studied, as is the significance of environment in relation to social customs and cultural landscapes.

Students also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity. Built environments enable the geographer to interpret cultural values, tastes, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending cultures and changes in landscapes.

### **IV. Political Organization of Space**

This section of the course introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas about how Earth’s surface should be organized and affect a wide range of activities and understandings.

The course gives primary attention to the political geography of the modern “nation-state” or country. Students are introduced to the different forces that shaped the evolution of the contemporary world political map, including the rise of the modern state in Europe and the influence of colonialism. Students also learn about the basic structure of the political map and the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. In addition, students consider some of the forces that are changing the role of individual countries in the modern world, including ethnic separatism, devolution, supranationalism, economic globalization, the emergence of regional economic blocs, and the need to confront environmental problems that cross national boundaries.

This part of the course also focuses on political units above, below, and beyond the state. For example, at the scale above the state, attention is directed to regional integration schemes and alliances, such as NATO and the European Union. At the scale below the state, students are introduced to the ways in which electoral districts, municipal boundaries, and ethnic territories affect political, social, and economic processes. In addition, students study how particular policies affect the spatial organization of cultural and social life, as in the case of racial segregation. Through study of these matters, students understand the importance of the political organization of territory in the contemporary world.

## **V. Agricultural and Rural Land Use**

This section of the course explores four themes: the origin and spread of agriculture; the characteristics of the world’s agricultural regions; reasons why these regions function the way they do; and the impact of agricultural change on the quality of life and the environment. Students first examine centers where domestication originated and study the processes by which domesticates spread. This diffusion process makes clear why distinct regional patterns of diet, energy use, and agrarian technology emerged.

The course next examines Earth’s major agricultural production regions. Extensive activity (fishing, forestry, nomadic herding, ranching, shifting cultivation) and intensive activity (plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, factory farms) are examined, as are settlement patterns and landscapes typical of each major agriculture type. In addition, students learn about land survey systems, environmental conditions, and cultural values that created and sustain the patterns.

Explanations for the location of agricultural activities are another major concern. Von Thünen’s land use model, agricultural change, such as the impact of factory farming on food supplies, and the distribution of crops and animals are also emphasized. The need for increased food supplies and the capacity to increase food production concludes this section.

## **VI. Industrialization and Economic Development**

Economic activity has a spatial character influenced by the interaction of several factors, including natural resources, culture, politics, and history in specific places. By dividing economic activities into key sectors, students can appreciate why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development.

In this section of the course, students learn about the geographic elements of industrialization and development. Students need to understand how models of economic development, such as Rostow's stages of economic growth and Wallerstein's World Systems Theory, help to explain why the world is described as being divided into a well-developed core and a less-developed periphery. The course also includes a comparison of location theories, such as those by Weber and von Thünen, which stress resource and market dependence, with accounts of economic globalization, which accent time-space compression and the new international division of labor. For example, students might study the reasons why some Asian economies achieved rapid rates of growth in the 1980s while most sub-Saharan African economies experienced decline. In addition, students need to understand patterns of economic growth and decline in North America.

This part of the course also addresses contemporary issues surrounding economic activity. For example, countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the global economy. Communities also face difficult questions regarding use and conservation of resources and the impact of pollution on the environment and quality of life. Students study the impact of deindustrialization, the disaggregation of production, and the rise of consumption and leisure activities.

## **VII. Cities and Urban Land Use**

The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on where cities are located and why they are there. This involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages between cities. Theories of settlement geography, such as Christaller's central place theory and the rank size rule, are also introduced. Quantitative information on such topics as population growth, migration fields, zones of influence, and job creation are used to analyze changes in the urban hierarchy.

The second subfield focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places in which to live and work. Students are introduced to such topics as the analysis of patterns of land use, racial and ethnic segregation, types of intracity transportation, architectural traditions, and cycles of uneven construction and development. Students' understanding of cities as places is enhanced by both quantitative data from the census and qualitative information from narrative accounts and field studies. Students also study models of internal city structure: for example, the Burgess concentric zone model, the Hoyt sector model, and the Harris-Ullman multiple nuclei model. Topics such as architectural history and the evolution of various transportation technologies can be useful in the analysis of the types of spatial patterns and landscapes evident in cities.

While much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of European, Islamic, East and South Asian, Latin American, and sub-Saharan African cities serves to illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban places.

Students also examine current trends in urban development that are affecting urban places, such as the emergence of edge cities and the gentrification of neighborhoods. In addition, students evaluate urban planning design initiatives and community actions that will shape cities in the future.

## TOPIC OUTLINE

Following is an outline of the major content areas covered by the AP Human Geography Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area. This outline is a guide and is not intended as an exclusive list of topics.

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
I. Geography: Its Nature and Perspectives . . . . .	5–10%
A. Geography as a field of inquiry	
B. Evolution of key geographical concepts and models associated with notable geographers	
C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization	
D. Key geographical skills	
1. How to use and think about maps and spatial data	
2. How to understand and interpret the implications of associations among phenomena in places	
3. How to recognize and interpret at different scales the relationships among patterns and processes	
4. How to define regions and evaluate the regionalization process	
5. How to characterize and analyze changing interconnections among places	
E. New geographic technologies, such as GIS and GPS	
F. Sources of geographical ideas and data: the field, census data	
II. Population . . . . .	13–17%
A. Geographical analysis of population	
1. Density, distribution, and scale	
2. Consequences of various densities and distributions	
3. Patterns of composition: age, sex, race, and ethnicity	
4. Population and natural hazards: past, present, and future	

Content Area

- B. Population growth and decline over time and space
  - 1. Historical trends and projections for the future
  - 2. Theories of population growth, including the Demographic Model
  - 3. Patterns of fertility, mortality, and health
  - 4. Regional variations of demographic transitions
  - 5. Effects of population policies
- C. Population movement
  - 1. Push and pull factors
  - 2. Major voluntary and involuntary migrations at different scales
  - 3. Migration selectivity
  - 4. Short-term, local movements, and activity space
- III. Cultural Patterns and Processes . . . . . 13–17%
  - A. Concepts of culture
    - 1. Traits
    - 2. Diffusion
    - 3. Acculturation
    - 4. Cultural regions
  - B. Cultural differences
    - 1. Language
    - 2. Religion
    - 3. Ethnicity
    - 4. Gender
    - 5. Popular and folk culture
  - C. Environmental impact of cultural attitudes and practices
  - D. Cultural landscapes and cultural identity
    - 1. Values and preferences
    - 2. Symbolic landscapes and sense of place
- IV. Political Organization of Space . . . . . 13–17%
  - A. Territorial dimensions of politics
    - 1. The concept of territoriality
    - 2. The nature and meaning of boundaries
    - 3. Influences of boundaries on identity, interaction, and exchange
    - 4. Federal and unitary states
    - 5. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
  - B. Evolution of the contemporary political pattern
    - 1. The nation-state concept
    - 2. Colonialism and imperialism
    - 3. Democratization

*Content Area*

- C. Changes in political–territorial arrangements
  - 1. Changing nature of sovereignty
  - 2. Fragmentation, unification, alliance
  - 3. Supranationalism and devolution
  - 4. Electoral geography, including gerrymandering
  
- V. Agricultural and Rural Land Use .....13–17%
  - A. Development and diffusion of agriculture
    - 1. Neolithic Agricultural Revolution
    - 2. Second Agricultural Revolution
  - B. Major agricultural production regions
    - 1. Agricultural systems associated with major bioclimatic zones
    - 2. Variations within major zones and effects of markets
    - 3. Linkages and flows among regions of food production and consumption
  - C. Rural land use and settlement patterns
    - 1. Models of agricultural land use, including von Thünen’s model
    - 2. Settlement patterns associated with major agriculture types
    - 3. Land use/land cover change (desertification, deforestation)
  - D. Modern commercial agriculture
    - 1. Third Agricultural Revolution
    - 2. Green Revolution
    - 3. Biotechnology
    - 4. Spatial organization and diffusion of industrial agriculture
    - 5. Future food supplies and environmental impacts of agriculture
  
- VI. Industrialization and Economic Development .....13–17%
  - A. Growth and diffusion of industrialization
    - 1. The changing roles of energy and technology
    - 2. Industrial Revolution
    - 3. Evolution of economic cores and peripheries
    - 4. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems
  - B. Contemporary patterns and impacts of industrialization and development
    - 1. Spatial organization of the world economy
    - 2. Variations in levels of development
    - 3. Deindustrialization and economic restructuring
    - 4. Pollution, health, and quality of life
    - 5. Industrialization, environmental change, and sustainability
    - 6. Local development initiatives: government policies
    - 7. Globalization and international division of labor

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
VII. Cities and Urban Land Use . . . . .	13–17%
A. Origin and evolution of cities	
1. Historical patterns of urbanization	
2. Rural–urban migration and urban growth	
3. Global cities and megacities	
4. Models of urban systems	
B. Functional character of contemporary cities	
1. Changing employment mix	
2. Changing demographic and social structures	
C. Built environment and social space	
1. Models of internal city structure in North America and around the world	
2. Transportation and infrastructure	
3. Political organization of urban areas	
4. Urban planning and design	
5. Patterns of race, ethnicity, gender, and socioeconomic status	
6. Uneven development, ghettoization, and gentrification	
7. Impacts of suburbanization and edge cities	

## **T H E E X A M**

The AP Human Geography Exam is approximately 2 hours and 15 minutes in length and includes both a 60-minute multiple-choice section and a 75-minute free-response section. Each section accounts for half of the student's exam grade.

### **Sample Multiple-Choice Questions**

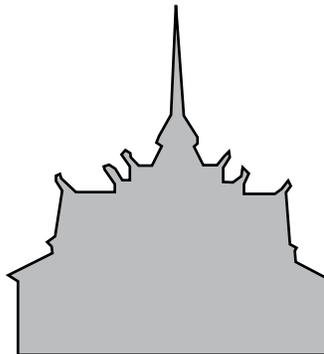
The following are examples of the kinds of multiple-choice questions that appear on the AP Human Geography Exam. Additional sample questions can be found at AP Central ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). The distribution of topics and the levels of difficulty are illustrative of the composition of the exam.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. However, students who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices. An answer key to the multiple-choice questions can be found on page 17.

*Directions:* Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

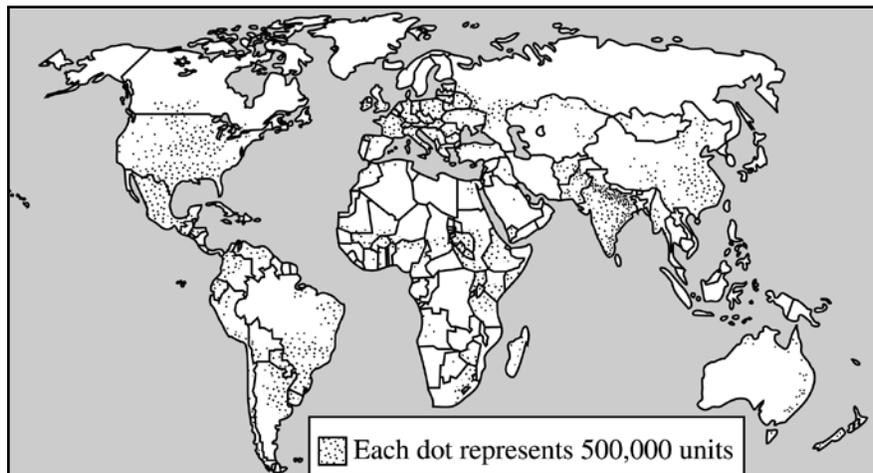
1. As an academic discipline, geography is principally concerned with the
  - (A) nature and meaning of place names
  - (B) impact of the environment on human understandings and activities
  - (C) evolving character and spatial organization of Earth's surface
  - (D) absolute location of places, peoples, and processes on Earth's surface
  - (E) construction of maps that depict places, peoples, and processes as accurately as possible
  
2. Thomas Malthus based his work on population on which of the following premises?
  - (A) Both food production and population increase arithmetically.
  - (B) Food production increases arithmetically and population increases exponentially.
  - (C) Both food production and population increase exponentially.
  - (D) Food production increases exponentially and population increases arithmetically.
  - (E) Food production increases arithmetically and population remains stable.

3. Of the following, which region contains the smallest percentage of the world's population?
- (A) The Southern Hemisphere
  - (B) The Northern Hemisphere
  - (C) The Eastern Hemisphere
  - (D) Coastal areas of the world within 160 kilometers (100 miles) of ocean
  - (E) Areas of the world lying lower than 150 meters (500 feet) above sea level
4. In 2005 the United States and Canada had a higher crude death rate than Mexico because they
- (A) are larger countries
  - (B) received more immigrants
  - (C) had more elderly people
  - (D) had a higher standard of living
  - (E) spent more on health care
5. Place names that refer to saints are most common in which of the following North American regions?
- (A) Louisiana and New England
  - (B) California and British Columbia
  - (C) Ontario and Utah
  - (D) Nova Scotia and the United States Midwest
  - (E) Quebec and the United States Southwest



6. Which of the following is true of the architectural shape shown above?
- (A) It represents the dominant religion of all of Indonesia except for the island of Bali.
  - (B) It signifies a major religion that originated in India but is now found in Thailand and other parts of Asia.
  - (C) It symbolizes houses of worship for monotheistic religions that hold Jerusalem sacred.
  - (D) It represents religions especially common in sub-saharan Africa.
  - (E) It symbolizes denominations of a Western religion that divided first in Europe.

7. Which of the following refers to the study of the relationship between the physical environment and culture?
  - (A) Central place theory
  - (B) Ecosystem analysis
  - (C) Culture history
  - (D) Cultural ecology
  - (E) Polytheism
  
8. Which of the following peoples can be described as a stateless nation?
  - (A) Kurds
  - (B) Thais
  - (C) Jews
  - (D) Samoans
  - (E) Albanians
  
9. Gerrymandering adjusts voting district boundaries in order to
  - (A) ensure that all districts are of similar size and shape
  - (B) benefit the interest of one political party or group
  - (C) create districts that coincide with municipal service-district boundaries
  - (D) allow those living in one state to vote on issues raised in another state
  - (E) equalize the burden of paying poll taxes across different ethnic groups
  
10. Which of the following pieces of national territory could NOT have been classified as an exclave?
  - (A) East Pakistan in 1947
  - (B) West Berlin in 1970
  - (C) Singapore in 1985
  - (D) Alaska in 1992
  - (E) Kaliningrad in 1996



11. The shaded areas in the map above illustrate the distribution of
- (A) cattle
  - (B) cotton
  - (C) rice
  - (D) tobacco
  - (E) sheep
12. Within the framework of central place theory, which of the following provides the lowest-order good or service?
- (A) A furniture store
  - (B) An orthodontist
  - (C) A gas station
  - (D) A jewelry store
  - (E) A professional football stadium
13. The Green Revolution refers to
- (A) the environmental politics of Greenpeace
  - (B) hybrid crops introduced to promote agricultural development
  - (C) a fundamentalist Islamic political movement
  - (D) efforts to provide parks and open space around industrial cities
  - (E) the development of garden cities
14. As a country's economy develops, a smaller percentage of the workforce tends to be employed in
- (A) agriculture, because industrialization decreases the value of rural land
  - (B) agriculture, because investment in technology increases yields and decreases labor demand
  - (C) industry, because the profit from extracting natural resources increases
  - (D) industry, because productivity increases as labor costs rise
  - (E) services, because technology increases efficiency in the provision of services

15. The world's major manufacturing regions include all of the following EXCEPT
- (A) the Rhine-Ruhr Corridor
  - (B) Northern Italy
  - (C) the Tokyo Plain
  - (D) the Volga River Valley
  - (E) the Connecticut Valley
16. Edge cities have been described as the “tenements of the information age” because these cities have
- (A) poorly constructed and inexpensive housing
  - (B) many high-density townhouse developments designed for people working in nearby office buildings
  - (C) sprung up in old abandoned industrial zones
  - (D) populations made up mostly of recent immigrants
  - (E) inadequate parking
17. Which of the following are basic and nonbasic functions, respectively?
- (A) A barber shop and a grocery store
  - (B) A car manufacturing plant and a tire manufacturing plant
  - (C) A steel mill and a grocery store
  - (D) A pizza parlor and a tire manufacturing plant
  - (E) A university and a military base
18. The sector model of city structure assumes that typical spatial behavior involves people commuting primarily
- (A) around the outer belt
  - (B) in and out of downtown
  - (C) within downtown
  - (D) within neighborhoods
  - (E) between adjacent cities

**Answers to Multiple-Choice Questions**

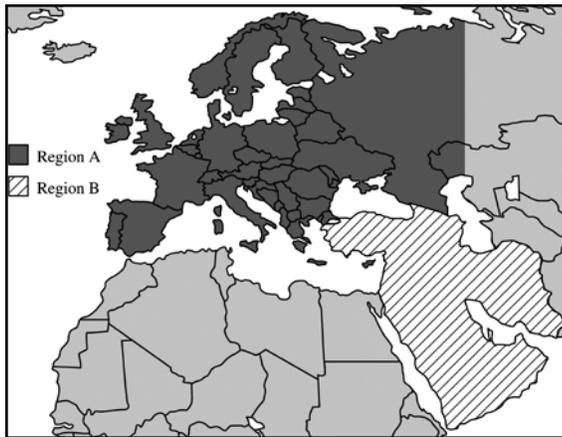
1 – C	4 – C	7 – D	10 – C	13 – B	16 – B
2 – B	5 – E	8 – A	11 – A	14 – B	17 – C
3 – A	6 – B	9 – B	12 – C	15 – E	18 – B

## Sample Free-Response Questions

In the free-response section of the AP Human Geography Exam, students are asked to answer three constructed response questions. The questions may require students to interrelate different topical areas and to analyze and evaluate geographical concepts. Questions may be based on stimulus material such as verbal descriptions, maps, graphs, photographs, and diagrams. Students are expected to use their analytical and organizational skills to formulate answers in writing their responses. The following are sample questions. Additional sample questions can be found at AP Central.

*Directions:* You have 75 minutes to answer ALL THREE of the following questions. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Your answer should be based upon your critical analysis of the question posed.

1.



- (a) Define the following concepts as they are used in political geography.
  1. Nation
  2. State
  3. Nation-state
- (b) For each of these concepts, name a specific late-twentieth-century example from Region A and a specific late-twentieth-century example from Region B on the map above.
- (c) Explain how the pursuit of the nation-state ideal during recent decades has led to conflict in each of the two Regions A and B on the map above.

2. In the 1990s the central business and residential districts of cities in the United States became the focus of a revitalization process. Discuss how each of the following has contributed to this revitalization process.
  - (a) Economic factors
  - (b) Demographic composition
  - (c) Urban policy
  - (d) Sense of place
  
3. Over the last 150 years, Europe has changed from a source to a destination region for international migration.
  - (a) Use the demographic transition model to explain briefly Europe's development as a source of international migrants between 1800 and 1920.
  - (b) Identify and briefly explain ONE factor other than demographic transition that was responsible for Europe's development as a source of migrants to the United States between 1800 and 1920.
  - (c) Briefly explain how THREE aspects of the demographic transition model account for Europe's transformation into a destination region for migrants from North Africa between 1960 and 2000.

# AP<sup>®</sup> Program Essentials

## The AP Reading

Each year in June, the free-response section of the exams, as well as the AP Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of Readers participate, under the direction of a Chief Reader (a college professor) in each AP subject. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a Reader, you can apply online at [apcentral.collegeboard.com/readers](http://apcentral.collegeboard.com/readers). Alternatively, you can send an e-mail to [apreader@ets.org](mailto:apreader@ets.org) or call Performance Assessment Scoring Services at 609 406-5384.

## AP Grades

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

## Grade Distributions

Many teachers want to compare their students' grades with national percentiles. Grade distribution charts are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

## Why Colleges Grant Credit, Placement, or Both for AP Grades

Colleges know that the AP grades of incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is ensured through several AP Program processes:

- College faculty serve on the committees that develop the Course Descriptions and exams in each AP course.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.

- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP students with non-AP students in higher level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher level course in college compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher level course in the subject area. Such studies answer the question of greatest concern to colleges: Are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, visit [apcentral.collegeboard.com/colleges/research](http://apcentral.collegeboard.com/colleges/research). (The complete Morgan and Ramist study can be downloaded from the site.)

### **Guidelines on Setting Credit and Placement Policies for AP Grades**

The College Board has created two useful resources for admissions administrators and academic faculty who need guidance on setting an AP policy for their college or university. The printed guide *AP and Higher Education* provides guidance for colleges and universities in setting AP credit and placement policies. The booklet details how to set an AP policy, summarizes AP research studies, and describes in detail course and exam development and the exam scoring process. AP Central has a section geared toward colleges and universities that provides similar information and additional resources, including links to all AP research studies, Released Exam questions, and sample student responses at varying levels of achievement for each AP Exam. Visit [apcentral.collegeboard.com/highered](http://apcentral.collegeboard.com/highered).

The *Advanced Placement Policy Guide* for each AP subject is designed for college faculty responsible for setting their department’s AP policy. These folios provide content specific to each AP Exam, including validity research studies and a description of the AP course curriculum. Ordering information for these and other publications can be found in the AP Publications and Other Resources section of this Course Description.

### **College and University AP Credit and Placement Policies**

Each college and university sets its own AP credit and placement policies. The AP Program has created an online search tool, AP Credit Policy Info, that provides links to credit and placement policies at hundreds of colleges and universities. The tool helps students find the credit hours and advanced placement they can receive for qualifying exam scores within each AP subject. AP Credit Policy Info is available at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

## AP Scholar Awards

The AP Program offers a number of AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through consistently high performance on AP Exams. Although there is no monetary award, students receive an award certificate, and the achievement is acknowledged on grade reports sent to colleges following the announcement of the awards. For detailed information about AP Scholar Awards (including qualification criteria), visit AP Central or contact the College Board's national office. Students can find this information at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

## AP Calendar

The *AP Program Guide* for education professionals and the *Bulletin for AP Students and Parents* provide important Program information and details on the key events in the AP calendar. Information on ordering or downloading these publications can be found at the back of this book.

## Exam Security

All parts of every AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the inserts containing the free-response questions (Section II) can be made available for teacher and student review.\* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section I—this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam. **Schools that knowingly or unknowingly violate these policies will not be permitted to administer AP Exams in the future and may be held responsible for any damages or losses the College Board and/or ETS incur in the event of a security breach.**

Selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions, and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that AP Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* and the appropriate *AP Examination Instructions* book for further information. The *Manual* also includes directions on how to handle misconduct and other security problems. All schools participating in AP automatically

---

\*The free-response section of the alternate form (used for late testing administration) is NOT released.

receive printed copies of the *Manual*. It is also available in PDF format at [apcentral.collegeboard.com/coordinators](http://apcentral.collegeboard.com/coordinators). Any breach of security should be reported to the Office of Testing Integrity immediately (call 800 353-8570 or 609 406-5427, fax 609 406-9709, or e-mail [tsreturns@ets.org](mailto:tsreturns@ets.org)).

## Teacher Support

### AP Central® ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

You can find the following Web resources at AP Central (free registration required):

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, research reports, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events. AP Central offers online events that participants can access from their home or school computers.
- The Course Home Pages ([apcentral.collegeboard.com/coursehomepages](http://apcentral.collegeboard.com/coursehomepages)), which contain insightful articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.
- In-depth FAQs, including brief responses to frequently asked questions about AP courses and exams, the AP Program, and other topics of interest.
- Links to AP publications and products (some available for immediate download) that can be purchased online at the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)).
- Moderated electronic discussion groups (EDGs) for each AP course to facilitate the exchange of ideas and practices.
- Teachers' Resources database—click on the “Teachers' Resources” tab to search for reviews of textbooks, reference books, documents, Web sites, software, videos, and more. College and high school faculty write the reviews with specific reference to the value of the resources in teaching AP courses.

### Online Workshops and Events

College Board online events and workshops are designed to help support and expand the high level of professional development currently offered to teachers in Pre-AP and AP workshops and AP Summer Institutes. Because of budgetary, geographical, and time constraints, not all teachers and administrators are able to take advantage of live, face-to-face workshops. The College Board develops and offers both standard and customized online events and workshops for schools, districts, and states in both live and recorded formats. Online events and workshops are developed and presented by experienced College Board consultants and college faculty. Full-day online workshops are equivalent to one-day, face-to-face workshops and participants can earn CEU credits. For more information, visit [apcentral.collegeboard.com/onlineevents](http://apcentral.collegeboard.com/onlineevents).

## Pre-AP<sup>®</sup>

Pre-AP<sup>®</sup> is a suite of K–12 professional development resources and services designed to help equip middle school and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle school and high school student has the opportunity to acquire a deep understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP is based on the following premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in the curriculum and instruction throughout the school so that all students are consistently being challenged to bring their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that educators can prepare every student for higher intellectual engagement by starting the development of skills and the acquisition of knowledge as early as possible. When addressed effectively, the middle school and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Pre-AP teacher professional development explicitly supports the goal of college as an option for every student. It is important to have a recognized standard for college-level academic work. The AP Program provides these standards for Pre-AP. Pre-AP professional development resources reflect the topics, concepts, and skills taught in AP courses and assessed in AP Exams.

The College Board does not design, develop, or assess courses or examinations labeled “Pre-AP.” The College Board discourages the labeling of courses as “Pre-AP.” Typically, such courses create a track, thereby limiting access to AP classes. The College Board supports the assertion that all students should have access to preparation for AP and other challenging courses. Courses labeled “Pre-AP” can inappropriately restrict access to AP and other college-level work and, as such, are inconsistent with the fundamental purpose of the College Board’s Pre-AP initiatives.

### Pre-AP Professional Development

Pre-AP professional development is available through workshops and conferences coordinated by the College Board’s regional offices. Pre-AP professional development is divided into three categories:

1. **Vertical Teaming**—Articulation of content and pedagogy across the middle school and high school years. The emphasis is on aligning curricula and improving teacher communication. The intended outcome is a coordinated program of teaching skills and concepts over several years.
2. **Classroom Strategies**—Content-specific classroom strategies for middle school and high school teachers. Various approaches, techniques, and ideas are emphasized.

- 3. Instructional Leadership**—Administrators and other instructional leaders examine how to use Pre-AP professional development—especially AP Vertical Teams®—to create a system that challenges all students to perform at rigorous academic levels.

For a complete list of Pre-AP professional development offerings, please contact your regional office or visit [apcentral.collegeboard.com/pre-ap](http://apcentral.collegeboard.com/pre-ap).

## AP Publications and Other Resources

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

<b>AP Coordinators and Administrators</b> .....	<b>A</b>
<b>College Faculty</b> .....	<b>C</b>
<b>Students and Parents</b> .....	<b>SP</b>
<b>Teachers</b> .....	<b>T</b>

### Free Resources

Copies of the following items can be ordered free of charge at [apcentral.collegeboard.com/freepubs](http://apcentral.collegeboard.com/freepubs). Items marked with a computer mouse icon  can be downloaded for free from AP Central.

 **The Value of AP Courses and Exams** **A, SP, T**

This brochure, available in English and Spanish, can be used by school counselors and administrators to provide parents and students with information about the many benefits of participation in AP courses and exams.

**AP Tools for Schools Resource Kit** **A**

This complimentary resource assists schools in building their AP programs. The kit includes the video *Experience College Success*, the brochure *The Value of AP Courses and Exams*, and brief descriptions of the AP Credit Policy Info search tool and the Parent’s Night *PowerPoint* presentation.

*Experience College Success* is a six-minute video that provides a short overview of the AP Program, with commentary from admissions officers, college students, and high school faculty about the benefits of participation in AP courses. Each videotape includes both an English and Spanish version.

 **Bulletin for AP Students and Parents** **SP**

This bulletin provides a general description of the AP Program, including information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.

 **Get with the Program** **SP**

All students, especially those from underserved backgrounds, should understand the value of a high-quality education. Written especially for students and their families, this bilingual (Spanish/English) brochure highlights the benefits of participation in the AP Program. (The brochure can be ordered in large quantities for students in grades 8–12.)

 **AP Program Guide** **A**

This guide takes the AP Coordinator through the school year step-by-step—organizing an AP program, ordering and administering the AP Exams, AP Exam payment, and grade reporting. It also includes information on teacher professional development, AP resources, and exam schedules.

 **AP and Higher Education** **A, C, T**

This publication is intended to inform and help educational professionals at the secondary and postsecondary levels understand the benefits of having a coherent, equitable AP credit and placement policy. Topics included are development of AP courses and exams, grading of AP Exams, exam validation, research studies comparing the performance of AP students with non-AP students, uses of AP Exams by students in college, and how faculty can get involved in the AP Program.

 **Advanced Placement Policy Guides** **A, C, T**

These policy guides are designed for college faculty responsible for setting their department's AP policy, and provide, in a subject-specific context, information about AP validity studies, college faculty involvement, and AP course curricular content. There are separate guides for each AP subject field.

### **Priced Publications**

The following items can be ordered through the College Board Store at [store.collegeboard.com](http://store.collegeboard.com). Alternatively, you can download an AP Order Form from AP Central at [apcentral.collegeboard.com/documentlibrary](http://apcentral.collegeboard.com/documentlibrary).

 **Course Descriptions** **A, C, SP, T**

Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included.

Note: PDF versions of current AP Course Descriptions for each AP subject may be downloaded free of charge from AP Central and the College Board's Web site for students. Follow the above instructions to purchase printed copies. (The Course Description for AP Computer Science is available in electronic format only.)

## Released Exams

C, T

Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

## Teacher's Guides

T

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the *Teacher's Guide* is an excellent resource. Each *Teacher's Guide* contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

## AP Vertical Team Guides

A, T

AP Vertical Teams (APVT) are made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. Teams help students acquire the skills necessary for success in AP courses. To assist teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *AP Vertical Teams Guide for English*; *AP Vertical Teams Guide for Mathematics and Statistics*; *AP Vertical Teams Guide for Science*; *AP Vertical Teams Guide for Social Studies*; *AP Vertical Teams Guide for World Languages and Cultures*; *AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art*; *AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory*; and *AP Vertical Teams Guide for Fine Arts, Vols. 1 and 2 (set)*.

## Multimedia

### APCD® (home version), (multinetwork site license)

SP, T

These CD-ROMs are available for AP Calculus AB, AP English Literature, AP European History, and AP U.S. History. They each include actual AP Exams, interactive tutorials, exam descriptions, answers to frequently asked questions, and test-taking strategies. Also included are a listing of resources for further study and a planner to help students schedule and organize their study time.

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

## **Electronic Publications**

Additional supplemental publications are available in electronic format to be purchased and downloaded from the College Board Store. These include a collection of 13 AP World History Teaching Units, AP Calculus free-response questions and solutions from 1969 to 1997, and the *Physics Lab Guide*.

Announcements of new electronic publications can be found on the AP Course Home Pages on AP Central ([apcentral.collegeboard.com/coursehomepages](http://apcentral.collegeboard.com/coursehomepages)).

# Contact Us

## **National Office**

Advanced Placement Program  
45 Columbus Avenue  
New York, NY 10023-6992  
212 713-8066  
E-mail: [ap@collegeboard.org](mailto:ap@collegeboard.org)

## **AP Services**

P.O. Box 6671  
Princeton, NJ 08541-6671  
609 771-7300  
877 274-6474 (toll free in the U.S.  
and Canada)  
E-mail: [apexams@info.collegeboard.org](mailto:apexams@info.collegeboard.org)

## **AP Canada Office**

2950 Douglas Street, Suite 550  
Victoria, BC, Canada V8T 4N4  
250 472-8561  
800 667-4548 (toll free in Canada only)  
E-mail: [gewonus@ap.ca](mailto:gewonus@ap.ca)

## **AP International Office**

*Serving all countries outside the U.S. and Canada*  
45 Columbus Avenue  
New York, NY 10023-6992  
212 373-8738  
E-mail: [apintl@collegeboard.org](mailto:apintl@collegeboard.org)

## **Middle States Regional Office**

*Serving Delaware, District of Columbia, Maryland,  
New Jersey, New York, Pennsylvania,  
Puerto Rico, and the U.S. Virgin Islands*  
Two Bala Plaza, Suite 900  
Bala Cynwyd, PA 19004-1501  
866 392-3019  
E-mail: [msro@collegeboard.org](mailto:msro@collegeboard.org)

## **Midwestern Regional Office**

*Serving Illinois, Indiana, Iowa, Kansas,  
Michigan, Minnesota, Missouri,  
Nebraska, North Dakota, Ohio, South Dakota,  
West Virginia, and Wisconsin*  
6111 N. River Road, Suite 550  
Rosemont, IL 60018-5158  
866 392-4086  
E-mail: [mro@collegeboard.org](mailto:mro@collegeboard.org)

## **New England Regional Office**

*Serving Connecticut, Maine, Massachusetts, New  
Hampshire, Rhode Island, and Vermont*  
470 Totten Pond Road  
Waltham, MA 02451-1982  
866 392-4089  
E-mail: [nero@collegeboard.org](mailto:nero@collegeboard.org)

## **Southern Regional Office**

*Serving Alabama, Florida, Georgia, Kentucky,  
Louisiana, Mississippi, North Carolina, South Carolina,  
Tennessee, and Virginia*  
3700 Crestwood Parkway NW, Suite 700  
Duluth, GA 30096-7155  
866 392-4088  
E-mail: [sro@collegeboard.org](mailto:sro@collegeboard.org)

## **Southwestern Regional Office**

*Serving Arkansas, New Mexico, Oklahoma, and Texas*  
4330 South MoPac Expressway, Suite 200  
Austin, TX 78735-6735  
866 392-3017  
E-mail: [swro@collegeboard.org](mailto:swro@collegeboard.org)

## **Western Regional Office**

*Serving Alaska, Arizona, California, Colorado, Hawaii,  
Idaho, Montana, Nevada, Oregon, Utah, Washington,  
and Wyoming*  
2099 Gateway Place, Suite 550  
San Jose, CA 95110-1051  
866 392-4078  
E-mail: [wro@collegeboard.org](mailto:wro@collegeboard.org)



**2006-07 Development Committee and Chief Reader**

**Donald J. Zeigler**, Old Dominion University, Norfolk, Virginia, *Chair*

**Sarah Bednarz**, Texas A&M University, College Station, Texas

**Paul T. Gray**, Russellville High School, Arkansas

**Ibipo Johnston-Anumonwo**, SUNY Cortland, New York

**Kenneth Keller**, Danbury High School, Connecticut

**Sheri Ruegsegger**, Perrydale High School, Amity, Oregon

**Martha Sharma**, National Cathedral School, Washington, D.C. (retired)

*Chief Reader:* **Tim Strauss**, University of Northern Iowa, Cedar Falls

*ETS Consultants:* **Barbara Hildebrant, Paul Borysewicz**

**[apcentral.collegeboard.com](http://apcentral.collegeboard.com)**

**I.N. 060081991**