Errata sheet for

AP Human Geography

This document lists corrections and/or refinements made to the AP Human Geography Course and Exam Description since it was published in May of 2019.

Corrections as of September, 2019

The items listed below have been corrected in the online version of the CED. Teachers can print out the individual pages in order to update their printed CED binders.

- Throughout the Course and Exam Description, Skill 4.D has been updated to say: "Compare patterns and trends in visual sources to draw conclusions." This impacts the following pages:

  - Unit at a Glance for Unit 5 (p. 88)
  - Topic 5.2 (p. 91)
  - Topic 5.4 (p. 93)
  - Topic 5.11 (p. 100)
  - Unit at a Glance for Unit 7 (p. 122)

- On p. 166, Question 13 in the sample items had an inaccurate data table. The data table has been updated. Please note, the answer choices and correct answer remain unchanged.

Agriculture and Rural Land-Use Patterns and Processes

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods ~19–20 CLASS PERIODS
PSO-5	**5.1** Introduction to Agriculture	**2.D** Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	5.2 Settlement Patterns and Survey Methods	**4.D** Compare patterns and trends in visual sources to draw conclusions.	
SPS-5	**5.3** Agricultural Origins and Diffusions	**2.B** Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	5.4 The Second Agricultural Revolution	**4.D** Compare patterns and trends in visual sources to draw conclusions.	
	5.5 The Green Revolution	**2.D** Explain the significance of geographic similarities and differences among different locations and/or at different times.	
PSO-5	**5.6** Agricultural Production Regions	**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.	
	5.7 Spatial Organization of Agriculture	**2.D** Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	5.8 Von Thünen Model	**5.B** Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	5.9 The Global System of Agriculture	**5.D** Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects and across various geographic scales.	
IMP-5	**5.10** Consequences of Agricultural Practices	**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.	
	5.11 Challenges of Contemporary Agriculture	**4.D** Compare patterns and trends in visual sources to draw conclusions.	
	5.12 Women in Agriculture	**3.D** Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	

AP Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5.
Review the results in class to identify and address any student misunderstandings.

TOPIC 5.2
Settlement Patterns and Survey Methods

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.B

Identify different rural settlement patterns and methods of surveying rural settlements.

ESSENTIAL KNOWLEDGE

PSO-5.B.1

Specific agricultural practices shape different rural land-use patterns.

PSO-5.B.2

Rural settlement patterns are classified as clustered, dispersed, or linear.

PSO-5.B.3

Rural survey methods include metes and bounds, township and range, and long lot.

TOPIC 5.4

The Second Agricultural Revolution

Required Course Content

ENDURING UNDERSTANDING

SPS-5

Agriculture has changed over time because of cultural diffusion and advances in technology.

LEARNING OBJECTIVE

SPS-5.C

Explain the advances and impacts of the second agricultural revolution.

ESSENTIAL KNOWLEDGE

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.

TOPIC 5.11
Challenges of Contemporary Agriculture

Required Course Content

ENDURING UNDERSTANDING

IMP-5

Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.

LEARNING OBJECTIVE

IMP-5.B

Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.

ESSENTIAL KNOWLEDGE

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.

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.

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.

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.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods ~**19–20** CLASS PERIODS
SPS-7	**7.1** The Industrial Revolution	**4.D** Compare patterns and trends in visual sources to draw conclusions.	
	7.2 Economic Sectors and Patterns	**2.B** Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	7.3 Measures of Development	**3.F** Explain possible limitations of the data provided.	
	7.4 Women and Economic Development	**3.D** Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	7.5 Theories of Development	**1.E** Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	
PSO-7	**7.6** Trade and the World Economy	**5.B** Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	7.7 Changes as a Result of the World Economy	**4.F** Explain possible limitations of visual sources provided.	
IMP-7	**7.8** Sustainable Development	**5.D** Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.	

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12. Which of the following best explains a neo-Malthusian perspective on the Green Revolution?

(A) The Green Revolution represents a jump in agricultural technology, but population will still grow faster than our ability to produce food will over the long run.

(B) The Green Revolution solves the entire problem of feeding the planet, and Malthusian ideas are no longer relevant.

(C) Local food production is the key to long-term food production.

(D) The distribution of food in a capitalist system results in too many people being unable to afford basic foods.

(E) The increase in the food supply and a resulting increase in the population available for farm labor will solve the food crisis.

TOP FIVE URBANIZED AREAS: CHINA AND THE UNITED STATES

China	Population
Shanghai	25.6 million
Beijing	19.6 million
Chongqing	14.8 million
Tianjin	13.2 million
Guangzhou	12.6 million

United States	Population
New York City	18.8 million
Los Angeles	12.5 million
Chicago	8.9 million
Houston	6.1 million
Dallas-Fort Worth	6.1 million

Source: The United Nations *The World's Cities in 2018: Data Booklet*

13. Compare the largest municipality populations for each country, and then select the following statement that correctly draws a conclusion regarding the pattern in the data.

(A) China has a primate city, and the United States follows the rank-size rule.

(B) Both countries follow the rank-size rule.

(C) Neither country follows the rank-size rule.

(D) Both countries have a primate city.

(E) The United States has a primate city, and China follows the rank-size rule.