

## SUGGESTED SKILL

 Source Analysis

## 4.A

Identify the different types of information presented in visual sources.



## AVAILABLE RESOURCES

- Classroom Resources > [Understanding Land Use Patterns](#)

## TOPIC 3.1

# Introduction to Culture

### Required Course Content

#### 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.

#### ESSENTIAL KNOWLEDGE

**PSO-3.A.1**

Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.

**PSO-3.A.2**

Cultural traits include such things as food preferences, architecture, and land use.

**PSO-3.A.3**

Cultural relativism and ethnocentrism are different attitudes toward cultural difference.

## TOPIC 3.2

# Cultural Landscapes

### Required Course Content

#### ENDURING UNDERSTANDING

**PSO-3**

Cultural practices vary across geographical locations because of physical geography and available resources.

#### LEARNING OBJECTIVE

**PSO-3.B**

Describe the characteristics of cultural landscapes.

**PSO-3.C**

Explain how landscape features and land and resource use reflect cultural beliefs and identities.

#### ESSENTIAL KNOWLEDGE

**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.

**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.

**SUGGESTED SKILL**

 *Source Analysis*

**4.B**

Describe the spatial patterns presented in visual sources.



**AVAILABLE RESOURCES**

- Classroom Resources > [Understanding Land Use Patterns](#)
- Classroom Resources > [Cultural Landscape Study](#)

**SUGGESTED SKILL**

 *Source Analysis*

**4.C**

Explain patterns and trends in visual sources to draw conclusions.



**AVAILABLE RESOURCES**

- Classroom Resources > [Cultural Landscape Study](#)
- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

## TOPIC 3.3

# Cultural Patterns

### Required Course Content

#### ENDURING UNDERSTANDING

**PSO-3**

Cultural practices vary across geographical locations because of physical geography and available resources.

#### LEARNING OBJECTIVE

**PSO-3.D**

Explain patterns and landscapes of language, religion, ethnicity, and gender.

#### ESSENTIAL KNOWLEDGE

**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.

**PSO-3.D.2**

Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

## TOPIC 3.4

# Types of Diffusion

**SUGGESTED SKILL**

 *Concepts and Processes*

**1.D**

Describe a relevant geographic concept, process, model, or theory in a specified context.

### Required Course Content

#### ENDURING UNDERSTANDING

**IMP-3**

The interaction of people contributes to the spread of cultural practices.

#### LEARNING OBJECTIVE

**IMP-3.A**

Define the types of diffusion.

#### ESSENTIAL KNOWLEDGE

**IMP-3.A.1**

Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.

SUGGESTED SKILL

 Spatial Relationships

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

# TOPIC 3.5

## Historical Causes of Diffusion

### Required Course Content

#### ENDURING UNDERSTANDING

**SPS-3**

Cultural ideas, practices, and innovations change or disappear over time.

#### LEARNING OBJECTIVE

**SPS-3.A**

Explain how historical processes impact current cultural patterns.

#### ESSENTIAL KNOWLEDGE

**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.

**SPS-3.A.2**

Colonialism, imperialism, and trade helped to shape patterns and practices of culture.

# TOPIC 3.6

## Contemporary Causes of Diffusion

### Required Course Content

#### ENDURING UNDERSTANDING

**SPS-3**

Cultural ideas, practices, and innovations change or disappear over time.

#### LEARNING OBJECTIVE

**SPS-3.A**

Explain how historical processes impact current cultural patterns.

#### ESSENTIAL KNOWLEDGE

**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.

**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.

#### SUGGESTED SKILL

 *Scale Analysis*

**5.B**

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



#### AVAILABLE RESOURCES

- Classroom Resources > [Scale](#)
- Classroom Resources > [Globalization](#)

**SUGGESTED SKILL**

 *Source Analysis*

**4.E**

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.



**AVAILABLE RESOURCES**

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)
- Classroom Resources > [Cultural Landscape Study](#)

**TOPIC 3.7**

# Diffusion of Religion and Language

## Required Course Content

### ENDURING UNDERSTANDING

**IMP-3**

The interaction of people contributes to the spread of cultural practices.

### LEARNING OBJECTIVE

**IMP-3.B**

Explain what factors lead to the diffusion of universalizing and ethnic religions.

### ESSENTIAL KNOWLEDGE

**IMP-3.B.1**

Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.

**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.

**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.

**IMP-3.B.4**

Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.

**IMP-3.B.5**

Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.

# TOPIC 3.8

## Effects of Diffusion

### Required Course Content

#### ENDURING UNDERSTANDING

**SPS-3**

Cultural ideas, practices, and innovations change or disappear over time.

#### LEARNING OBJECTIVE

**SPS-3.B**

Explain how the process of diffusion results in changes to the cultural landscape.

#### ESSENTIAL KNOWLEDGE

**SPS-3.B.1**

Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

#### SUGGESTED SKILL

 *Spatial Relationships*

**2.B**

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.



#### AVAILABLE RESOURCES

- Classroom Resources > [Scale](#)