



Santa Rosa City Schools Course Proposal

Proposal Submitted By (School):

Maria Carrillo High School

Course Title & Course ID (Only if it is a revision or title change to a current course):

AP Human Geography

| | |
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| In the needs statement below indicate if the course is a: | Answer Below: |
| Addition, Revision, Deletion, Pilot, or Title Change? (Pick one) | Addition |
| What year will the course be initially offered? | 2026-2027 |
| What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site? | No prerequisites are required. Students should be able to read college-level text and formulate grammatically correct sentences. |

Needs Statement: Discuss how this course fits into your Site and/or the District’s goals. Attach minutes of meetings where this course was approved.

Maria Carrillo High School is working to expand its AP offerings to provide more college level courses to its student body. This course fits the MCHS graduation profile. As a Powerful Producer they will learn of solutions to some of the challenges with human interaction and the environment. They will understand the power of knowing other cultures and migration patterns enhancing their knowledge as a universal citizen, and as active learners they will be engaging in critical thinking and analysis. This gives students an option in the social science realm of learning how the environment and movement of people has impacted cultures and socioeconomic activity around the world.

Graduation Requirements: Specify which requirement is met. (High School only)

Elective

UC a-g Requirements: Specify which requirement is met. (High School only)

G: Elective

Explain the rationale for course addition or modification

Access to an upper level geography course for students who are interested in moving forward in this realm of social or political science.

Explain the measurable learning outcomes

Skill 1: Concepts and Processes: Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

- A. Describe geographic concepts, processes, models, and theories.
- B. Explain geographic concepts, processes, models, and theories.
- C. Compare geographic concepts, processes, models, and theories.
- D. Describe a relevant geographic concept, process, model, or theory in a specified context.
- E. Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

Skill 2: Spatial Relationships- Analyze geographic patterns, relationships, and outcomes in applied contexts.

- A. Describe spatial patterns, networks, and relationships.
- B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
- C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
- D. Explain the significance of geographic similarities and differences among different locations and/or at different times.
- 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.

Skill 3: Data Analysis- Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

- A. Identify the different types of data presented in maps and in quantitative and geospatial data.
- B. Describe spatial patterns presented in maps and in quantitative and geospatial data.
- C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- D. Compare patterns and trends in maps and in quantitative and geospatial data

to draw conclusions.

- E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
- F. Explain possible limitations of the data provided.

Skill 4: Source Analysis- Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

- A. Identify the different types of information presented in visual sources.
- B. Describe the spatial patterns presented in visual sources.
- C. Explain patterns and trends in visual sources to draw conclusions.
- D. Compare patterns and trends in visual sources to draw conclusions.
- E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
- F. Explain possible limitations of visual sources provided.

Skill 5: Scale Analysis- Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

- A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
- B. Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
- C. Compare geographic characteristics and processes at various scales.
- D. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

Course Description (To be used in the course catalog)

AP Human Geography introduces 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Unit 1: Thinking Geographically (Chapter 1)

- 1.1. Introduction to Maps—Identify types of maps and data to investigate spatial relationships. (Skill 3.A)
- 1.2. Geographic Data—Identify different types of data collection methods such as geospatial technologies, field observations, and land analysis. (Skill 3.A)
- 1.3. The Power of Geographic Data—Explain how geographers use maps and data to show relationships and to make decisions based on data. (Skill 3.B)

- Reading—Mapping a Disaster: Hurricane Katrina
- 1.4. Spatial Concepts—Define spatial concepts including absolute and relative location, space, place, flows, distance decay, time-space compression, and patterns. (Skill 3.B)
- 1.5. Human-Environmental Interaction—Explain concepts that show human-environment interaction. (Skill 1.B)
- 1.6. Scales of Analysis—Define scales of analysis and how they help geographers learn about patterns and processes at the local and global scales. (Skill 5.A)
 - Activity: Scale Analysis
 - Students read articles that discuss scale on maps, and the local to global scale to better understand geographic concepts, including regions and relationships between countries.
- 1.7. Regional Analysis—Describe ways that geographers break up the world into regions. (Skill 1.A)
- Complete Personal Progress Check MCQ for Unit 1.
- Complete Personal Progress Check FRQ for Unit 1.
- Take Unit 1 Test.

Unit 2: Population and Migration Patterns and Process (Chapters 2 &3)

- 2.1. Population Distribution—Identify and explain population distribution on Earth. (Skill 3.A)
 - Activity: Population Change over Time- In this activity, students learn about population change over time and the impacts of population growth, concentration and density. The J-Curve and S-Curve are discussed.
 - Population Connection Video:
<https://www.populationconnection.org/poped/>
 - World Population History:
<https://worldpopulationhistory.org/map/1/mercator/1/0/25/#>
 - Skill: 4.B, 4.C
 - Big Idea: PSO 2.A Identify the factors th
- 2.2. Consequences of Population Distribution—Explain the impact of population distribution. (Skill 2.C)
- 2.3. Population Composition—Describe population composition and explain the use of population pyramids. (Skill 2.A)
 - Activity: Create Representation-. Provide students with scenarios regarding the characteristics of different subnational units. Then have the students draw a population pyramid based on the scenarios and explain their thinking.
- 2.4. Population Dynamics—Explain population growth and decline. (Skill 3.C)
- 2.5. The Demographic Transition Model—Explain the DTM to understand population change.(Skill 3.B)
 - Activity: Making Connections- Give students this list of terms: crude birth rate, crude death rate, rate of natural increase,and total population. Allow students a few minutes to gather and recall information about the terms or concepts and then pair students to discuss how the relationships among the terms are represented in the demographic transition model. Then, ask students to take different

population pyramids and place them at the appropriate stage of the demographic transition model. Have them justify their choice of stage.

- 2.6. Malthusian Theory—Explain how Malthus’s theory explains population change. (Skill 2.B)
- 2.7. Population Policies—Identify policies of population and immigration and explain their effects on population. (Skill 2.C)
- 2.8. Women and Demographic Change—Explain how the role of women has impacted demographic change. (Skill 3.B)
- 2.9. Aging Populations—Explain the consequences of an aging population. (Skill 2.C)
- 2.10. Causes of Migration—Identify and describe types of push and pull factors of migration. (Skill 2.B)
- 2.11. Forced and Voluntary Migration—Describe forced and voluntary migration examples.
- 2.12. Effects of Migration—Explain historical and contemporary geographic effects of migration. (Skill 2.B)
 - Activity: Net Migration Presentations- Assign students different countries, some with negative net migration rates and others with positive net migration rates, and have them use a variety of resources to examine the effects of migration on their assigned country. Then, create groups with mixed positive and negative net migration rate countries and have students summarize and present information on the impacts for these different countries.
- Complete Personal Progress Check MCQ for Unit 2.
- Complete Personal Progress Check FRQ for Unit 2.
- Take Unit 2 Test.

Unit 3: Cultural Patterns and Processes (Chapters 4-7)

- 3.1. Introduction to Culture—Identify and describe culture traits across locations as well as cultural differences and attitudes towards those differences. (Skill 4.A)
 - Video - Making Sense of Planet Earth, Understanding Human Culture
- 3.2. Cultural Landscape—Describe characteristics of the cultural landscape and how they reflect beliefs or customs of a group of people. (Skill 4.B)
- 3.3. Cultural Patterns—Identify patterns of language, religion, ethnicity and gender. (Skill 4.C)
 - Activity: Looking for patterns- Using different data sets, have students analyze regional patterns associated with religions and languages. Have students hypothesize as to the reasons behind the existence of the patterns they identify along with the consequences of the observed patterns. Students will confirm or alter their reasons and consequences as they progress through the unit. They can also reflect back on Topic 3.2 and predict how the cultural landscape would reflect the identified patterns.
- 3.4. Types of Diffusion—Define the different ways culture traits can spread by the interaction of people.
 - Activity: Defining Diffusion- In this activity, students complete a graphic organizer to define each of the types of diffusion and provide

- a real-world example of each.
 - Skill 4.C: 1D Describe a relevant geographic concept, process, model, or theory in a specified context.
 - Big Idea: IMP 3A Define the types of diffusion.
- 3.5. Historical Causes of Diffusion—Explain the forces that contribute to cultural diffusion. (Skill 2.C)
- 3.6. Contemporary Causes of Diffusion—Explain the impact of urbanization and globalization on the diffusion of culture.(Skill 5.B)
 - Fishbowl: Using secondary sources about the current spread of different phenomena and the process of globalization, ask students to discuss how we became so connected globally. The inner group model discussion while the outer group listens, responds, and evaluates. Then the groups switch roles. You might also ask students to reflect back on Topic 3.5 and explain why the historical causes of diffusion have changed.
- 3.7. Diffusion of Religion and Language—Explain the origin and diffusion of language and religion. (Skill 4.E)
- 3.8. Effects of Diffusion—Explain effects of culture diffusion including acculturation, assimilation, syncretism, and multiculturalism. Skill 2.B
- Complete Personal Progress Check MCQ for Unit 3.
- Complete Personal Progress Check FRQ for Unit 3.
- Take Unit 3 Test.

Unit 4: Political Patterns and Processes (Chapters 7-8)

- 4.1. Introduction to Political Geography—Explain the historical and current processes that impact how the world is organized. (Skill 4.A)
 - Activity: Nations, Nation-States and Stateless Nations CR4
 - This activity provides an opportunity for students to investigate and explain the difference between a state, nation, nation-state, and stateless nation. Students then learn about nations aspiring to become a state.
 - Reading—Time Magazine—Top 10 Aspiring Nations
http://content.time.com/time/specials/packages/article/0,28804,2041365_2041364_2041340,00.html
 - Skill: 1.B
- 4.2. Political Processes—Explain the processes of contemporary political geography. (Skill 3.E)
- 4.3. Political Power and Territoriality—Describe concepts of political power and territoriality including neocolonialism, shatterbelts, chokepoints, and the connections between people and their land. (Skill 5.B)
- 4.4. Defining Political Boundaries—Define the different types of political boundaries.(Skill 1.D)
- 4.5. The Function of Political Boundaries—Explain the types and functions of boundaries on land and water such as The UN Convention on the Law of the Sea, international and internal boundaries. (Skill 5.D)
- 4.6. Internal Boundaries—Explain internal boundaries including topics such as gerrymandering and redistricting. (Skill 5.A)
- 4.7. Forms of Governance—Define the difference between a unitary and federal state and the impact of governing in the state. (Skill 2.A)

- 4.8. Defining Devolutionary Factors—Define devolution and identify factors that contribute to devolution. (Skill 3.E)
 - Guided Discussion: This umbrella strategy allows a teacher to use multiple techniques with students in a lesson. For this topic, use brainstorming and quickwrite as strategies to help students understand how division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism may prompt devolutionary movements in a state.
- 4.9. Challenges to Sovereignty—Explain challenges to sovereignty such as examples of devolution, supranationalism, and democratization. (Skill 5.C)
- 4.10. Consequences of Centrifugal and Centripetal Forces—Define centripetal and centrifugal forces and their impact. (Skill 5.C)
- Complete Personal Progress Check MCQ for Unit 4.
- Complete Personal Progress Check FRQ for Unit 4.
- Take Unit 4 Test.

Unit 5: Agricultural and Rural Land-Use Patterns and Processes (Chapter 10)

- 5.1. Introduction to Agriculture—Explain connections between the physical environment and types of agricultural practices around the world. (Skill 2.D)
- 5.2. Settlement Patterns and Survey Methods—Identify and explain rural land-use patterns and rural settlement patterns. (Skill 4.D)
- 5.3. Agricultural Origins and Diffusions—Explain the origin of the domestication of plants and animals and the diffusion of those practices. (Skill 2.B)
- 5.4. The Second Agricultural Revolution—Explain the impact of technological advancements on agricultural practices. (Skill 4.D)
- 5.5. The Green Revolution—Define the Green Revolution and explain the positive and negative impacts of the Green Revolution on people and the environment. (Skill 2.D)
 - Activity: Students investigate the Green Revolution through a reading about the history and impact of the Green Revolution. The article is accompanied with questions as well as an opportunity for students to discuss the pros and cons of the Green Revolution.
 - Reading—The Green Revolution in India: A Case Study - Why Green Revolution?
 - (Skill: 2.D) Spatial Relationship—Explain the significance of geographic similarities and differences among different locations and/or at different times.
 - Big Idea: SPS-5.D Explain the consequences of the Green Revolution on food supply and the environment in the developing world.
- 5.6. Agricultural Production—Explain connections between agricultural practices (subsistence and commercial) and intensive and extensive agricultural practices. (Skill 2.E)
- 5.7. Spatial Organization of Agriculture—Explain topics including commercial agriculture replacing family farms, commodity chains, economies of scale, and carrying capacity. (Skill 2.D)
- 5.8. Von Thünen Model—Describe the Von Thünen Model as it applies to rural land use considering the value of crops and transportation costs to market. (Skill 5.B)

- Shared Inquiry: Have students read “Understanding Land Use Patterns” by Robert Bednarz, available under Classroom Resources on the AP Central site. Have students discuss the factors of land-use patterns identified by Bednarz in his article and how and why they have changed from Von Thünen’s time.
- 5.9. The Global System of Agriculture—Explain how agriculture is a global system including distribution of food, dependency on export commodities, infrastructure and relationships between countries. (Skill 5.D)
 - Topic 5.9 can be especially challenging because skill 5.D requires students to explain a concept, process, model or theory across various geographic scales. Assigning the corresponding Topic Questions can reveal misunderstandings and guide student practice.
- 5.10. Consequences of Agricultural Practices—Explain the impact of agricultural practices on the environment and the role of women. (Skill 2.E)
 - Socratic Seminar: By holding a focused discussion around the essential question, How does society change as agricultural practices change? you can provide students with an opportunity to illustrate their understanding in depth. Students can be encouraged to address environmental, social, economic, and cultural opportunities and challenges for both commercial and subsistence agriculture.
- 5.11. Challenges of Contemporary Agriculture—Explain challenges of agricultural practices including biotechnology, genetically modified organisms, urban farming, organic farming, feeding the global population, and distribution as well as access to food. (Skill 4.D)
 - Reading—Sustainability and Inequality in Our Global Village: Asian Carp and Chicago’s Economy.
- 5.12. Women in Agriculture—Explain the role of women in food production and consumption. (Skill 3.D)
 - Activity: Women in Agriculture, College Board 2018 Free-Response Question- Students work in groups to discuss the role of women in agriculture by answering the released 2018 Free-Response Question #1: Percentage of Women in the Labor Force Working in Agriculture.
 - Skill: 3.D-Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
 - Big Idea: IMP 5.C Explain geographic variations in female roles in food production and consumption.
- Complete Personal Progress Check MCQ for Unit 5.
- Complete Personal Progress Check FRQ for Unit 5.
- Take Unit 5 Test.

Unit 6: Cities and Urban Land-Use Patterns and Processes. (Chapter 12-13)

- 6.1. The Origin and Influences of Urbanization—Explain factors involved in the growth of cities and location. (Skill 2.D)
- 6.2. Cities Across the World—Explain processes of city growth and land-use including megacity, metacity, suburbanization, sprawl, and decentralization. (Skill 2.D)
 - Activity: Megacities
 - Students learn about the hierarchical structure of cities from a hamlet to a megacity. Students use a Story Map to learn about current

Megacities and their location. The location of future megacities is also investigated. Students work in discussion groups to identify characteristics of megacities including similarities and differences.

- Online Mapping—Esri Story Map: The Age of Megacities
<https://storymaps.esri.com/stories/2014/growth-of-cities/>
- Skill: 2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.
- Big Idea: PSO-6 A.3 Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery.
- 6.3. Cities and Globalization—Explain world cities and urban hierarchy as well as the connections between cities. (Skill 5.B)
- 6.4. The Size and Distribution of Cities—Identify urban concepts and theories such as Christaller’s Central Place Theory. (Skill 2.C)
- 6.5. The Internal Structure of Cities—Explain the structure and function of cities using models and theories.
 - Topic 6.5 can be especially challenging because skill 1.E requires students to explain the strengths, weaknesses and limitations of geographic models. Assigning the corresponding Topic Questions can reveal misunderstandings and guide student practice. (Skill 1.E)
- 6.6. Density and Land Use—Explain patterns of land use in residential areas. (Skill 3.D)
- 6.7. Infrastructure—Explain the importance of a city’s infrastructure in the development of a city. (Skill 3.C)
- 6.8. Urban Sustainability—Identify sustainable design in cities such as New Urbanism, greenbelts, smart-growth, and slow-growth cities, including the pros and cons of each. (Skill 2.C)
- 6.9. Urban Data—Explain how geographers use quantitative data and qualitative data to identify patterns in land-use of urban areas. (Skill 3.E)
 - Fishbowl: Divide the class in half, with one group gathering quantitative data on urban areas and the other gathering qualitative data. Depending on the size of the class you may wish to have data focusing on one city or several cities. Have them take turns being in the inner circle, leading the discussion and bringing evidence to support their opinions, and being in the outer circle, listening, responding, and evaluating. After students have participated in both the inner and outer circles, you can lead a whole-class discussion on the differences between and the importance of both qualitative and quantitative data.
- 6.10. Challenges of Urban Changes—Explain changes in urban areas including population, squatter settlements, zoning, local food movements, gentrification, and government fragmentation at the local scale. (Skill 4.E)
 - Debate: A debate gives students the opportunity to collect evidence in support of their position and then orally present and defend it. Be sure to direct students to uncover both the affirming and contradictory evidence toward their position. For this topic, you could have students debate the pros and cons of gentrification or how governments should address squatter settlements—but it is important for students to recognize that these issues are more complex than a simple pro or

con.

- 6.11. Challenges of Urban Sustainability—Describe challenges faced in urban areas regarding sustainability such as sprawl, sanitation, water quality, planning, brownfields, farmland protection policies and many more. (Skill 2.D)
- Complete Personal Progress Check MCQ for Unit 6.
- Complete Personal Progress Check FRQ for Unit 6.
- Take Unit 6 Test.

Unit 7: Industrial and Economic Development Patterns and Processes (Chapters 9&11)

- 7.1. The Industrial Revolution—Explain the impact of the Industrial Revolution on population growth, diffusion of technology, and connections with colonialism and imperialism. (Skill 4.D)
 - Activity: The Industrial Revolution and its Impact
 - This activity focuses on introducing students to the Industrial Revolution, its diffusion and impact. Students will view a video showing a brief history of the Industrial Revolution. Using the textbook and additional maps, students will view the hearth of the Industrial Revolution, the diffusion of industry to other areas of Europe, and present-day Industrial areas in North America, Europe, and East Asia. Using a Think-Pair-Share strategy suggested in the CED, students will work individually to answer the question, “What were the economic, social, political and environmental impacts of the Industrial Revolution?” Students will then pair with a partner to discuss their ideas. Lastly, as a class, students will share their answers to the question discussing the impact of the Industrial Revolution.
- 7.2. Economic Sectors and Patterns—Describe the different economic sectors and spatial patterns of industrialization including the core, semiperiphery and periphery. (Skill 2.B)
- 7.3. Measures of Development—Describe social and economic measures of development including the GII and HDI. (Skill 3.F)
 - Topic 7.3 can be especially challenging because skill 3.F requires students to explain possible limitations of the data provided. Assigning the corresponding Topic Questions can reveal misunderstandings and guide student practice.
 - Look for a Pattern: Using maps of different measures of development—both social and economic— have students analyze the patterns present. Have students compare the different measures to see which patterns are similar across multiple measures and the advantages of using multiple measures when addressing levels of development. You may want students to extend the depth of their thinking by having them reflect on what they have learned throughout the course to first predict what patterns of development will be present before they look at the maps.
- 7.4. Women and Economic Development—Explain how economic development has changed the role of Women. (Skill 3.D)
- 7.5. Theories of Development—Explain theories of development such as Rostow’s Stages of Economic Growth, Wallerstein’s World System Theory, dependency theory, and commodity dependence. (Skill 1.E)

- 7.6. Trade and the World Economy—Explain topics of global trade such as complementarity and comparative advantage, trade relationships or organizations, and strategies to help countries with development. (Skill 5.B)
- 7.7. Changes as a Result of the World Economy—Explain causes and geographic consequences including outsourcing, interdependency, free trade zones, special economic zones, and export-processing zones, methods of production, just-in-time delivery, and agglomeration. (Skill 4.F)
- 7.8. Sustainable Development—Explain the connections between sustainability, industrialization, and spatial development.(Skill 5.D)
 - Activity: Sustainable Development Goals CR8
 - Students investigate the Sustainable Development Goals to determine one goal they feel is the most important to achieve at different scales (local, regional, global). Then, each student writes why they believe the goal is important to achieve using evidence from the reading. Once students complete their written explanations, they pair-share with a peer to ask critical questions of the goal and reasoning of importance. (Modified Instructional activity included in the course framework)
 - Reading: United Nation’s Sustainable Development Goals
 - <https://sustainabledevelopment.un.org/?menu=1300>
 - Skill: 5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.
 - Big Idea: IMP 7.A.3 The UN’s Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.
- Complete Personal Progress Check MCQ for Unit 7.
- Complete Personal Progress Check FRQ for Unit 7.
- Take Unit 7 Test.

Budget

| Projected Costs | Start-up | Ongoing |
|--|--|---------|
| Personnel (Not to include classroom instructor unless a new section is needed) | | |
| Instructional Material Supplies per student (textbooks, software, etc.) Textbook: Palmer, David. <i>Advanced Placement Human Geography</i> . AMSCO, 2022. ISBN: 978-1-6636-0966-3 | \$40/ Book | |
| Services (training, equipment maintenance, contracts, etc.) | | |
| Capital Outlay (remodeling, technology, etc.) | | |
| Total Projected Costs | \$1177.60 for 35 students and 1 teacher | |

Instructional Materials

| Type | Publisher | Title | ISBN | Author | Copyright | # Have/Need |
|----------|-----------|---|--|------------------|-----------|-------------|
| Textbook | Pearson | The Cultural Landscape: An Introduction to Human Geography. | ISBN-10 0137992335 ISBN-13 978-0137992331 | Rubenstein, Jame | 2024 | 40 |
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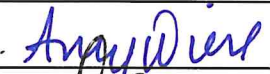



Funding Source(s) for Costs and Instructional Materials

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|---|--|
| Grants (indicate specific grant and grant timeline) | |
| Categorical Funds (include related programs) | |
| Career Technical Education (must be for an approved CTE course) | |
| Department Funds | |
| Other (be specific) | |

Appendix of Additional Documents

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| <i>* Required additional documents include meeting minutes where the course was discussed and approved</i> |
| <u>Social Science</u> |

District Principal Review and Approvals:

| Principal's Signatures | Site | Approved / Not Approved |
|---|------|-------------------------|
|  | MCHS | Approved |
|  | JTHS | Approved |
|  | SRHS | Approved |
|  | EAHS | Approved |

| | | |
|--|-----|----------|
| <i>Q. A. Subaldi</i> | RHS | Approved |
| April Santos Verbal Approval via On the meeting | MHS | Approved |

District Department Chair Review and Approvals:

| Department Chair Signatures | Site | Approved / Not Approved |
|-----------------------------|------|-------------------------|
| <i>[Signature]</i> | PHS | Approved |
| <i>[Signature]</i> | EAHS | Approved |
| <i>[Signature]</i> | SRHS | Approved |
| <i>[Signature]</i> | RHS | APPROVED |
| <i>[Signature]</i> | MCHS | Approved |
| | | |

Course Catalog Information (To be filled by the District Office):

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|-------------------------|--------------------|
| Course Number | HH022A |
| Course Short Title: | AP Human Geo HP |
| Course Title: | AP Human Geography |
| Number of Credits: | 5 Honors |
| Grade Span: | 9-12 |
| Graduation Requirement: | Z |
| Prerequisites: | None |
| Course Department: | H |
| State Course Code: | 9192 |
| A-G Subject: | "G" |
| CTE Pathway: | N/A |
| Other Information: | N/A |