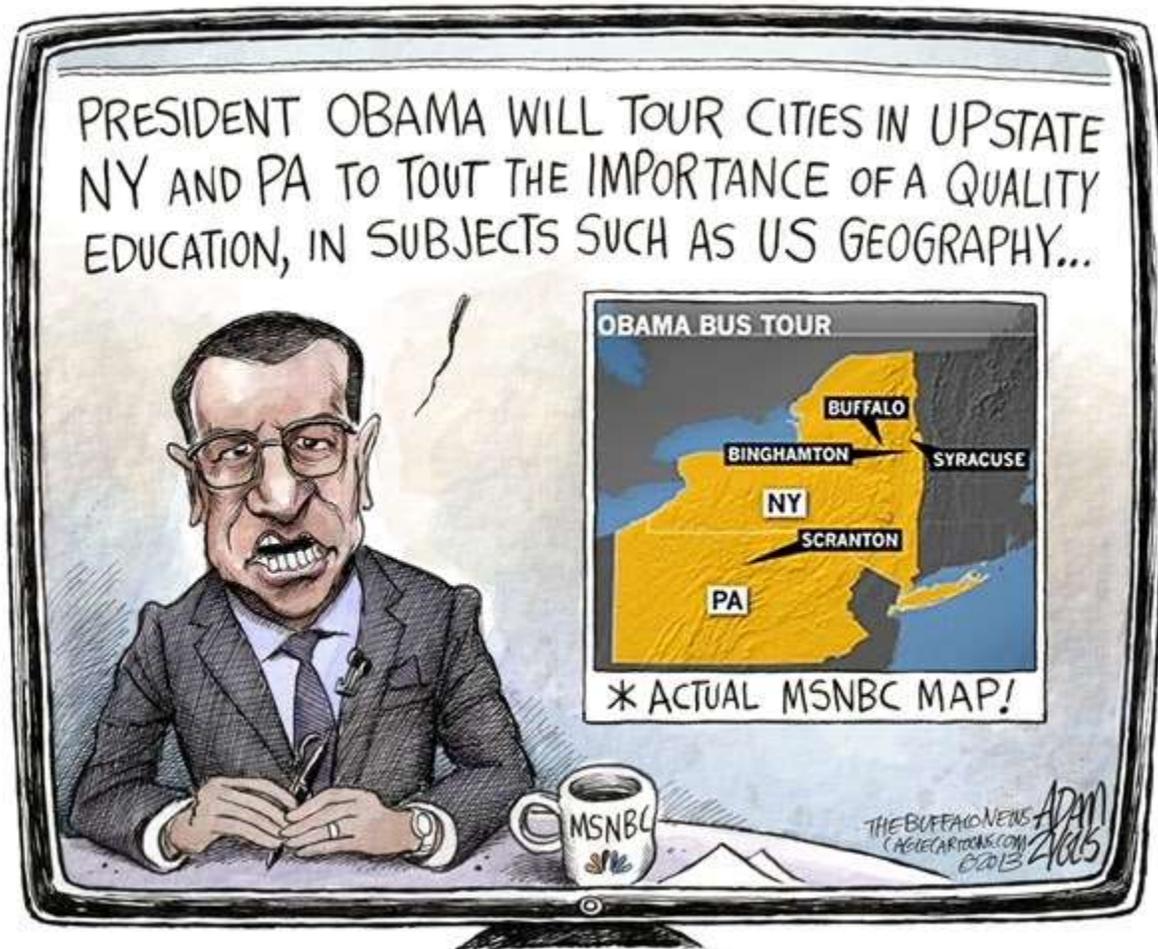


AP Human Geography



Course Overview/Description:

Advanced Placement Human Geography is a college-level introduction to the study of the patterns and processes of human activity on the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences in preparation for the Advanced Placement Exam in Human Geography. To understand what happens in Human Geography is to relate theory to practice. We will be studying the nature and perspectives of geography, population, cultural patterns and processes, the political organization of space, agricultural and rural land use, industrialization, economic development and urbanization across countries and to derive generalizations. Students should be prepared to analyze and interpret basic data relevant to Human Geography in an attempt to describe how our interactions with the environment affect how we live.

Instructional Philosophy:

In order to prepare students for the AP Human Geography exam, (Which will be given on the morning of **Friday May 12, 2017**) the course will focus on reading, writing, analysis of documents, vocabulary development, and critical thinking skills. Maps, videos, essays, photographs, and simulations will be utilized in order to help students develop their understanding of the concepts. It is crucial that students develop appropriate note-taking and reading skills, and we will work to develop those skills through classwork and homework activities. Students will work independently and cooperatively as they delve into the content and understand the themes and essential questions of Human Geography.

Course Content:

• Geography, It's Nature and Perspectives	5-10%	approx. 3 weeks
• Population	13-17%	approx. 4 weeks
• Cultural Patterns and Processes	13-17%	approx. 4 weeks
• Political Organization of Space	13-17%	approx. 4 weeks
• Agriculture and Rural Land Use	13-17%	approx. 4 weeks
• Industrialization and Economic Development	13-17%	approx. 4 weeks
• Urbanization	13-17%	approx. 4 weeks
• Exam Review		approx. 3 weeks

Course Readings:

1. Course Text: Each student will receive a copy and will be responsible for chapter outlines, vocabulary, and objective questions for every chapter covered.

Fouberg, Erin H., deBlij, H.J., and Alexander B. Murphy. *Human Geography: People, Place, and Culture*. 11th ed. New York: John Wiley, 2015

2. Current Events: Readings will primarily include clippings from major newspapers and magazines including *The Guardian*, *The New York Times*, *The Washington Post*, and *The Economist*.

Unit 1: Introduction to Human Geography 3-4 Weeks

Essential Unit Questions

1. How has Human Geography evolved as a discipline?
2. How is the study of this academic discipline relevant to everyday life and decision-making?
3. Why is each point on Earth unique and why are different places similar?
4. Why are we concerned with scale?

Domain to be Assessed

- The definition and concepts associated with geography-- specifically Human Geography.
- How geographers study the environment - Five themes of Geography
- Different types of maps and their uses.
- The relationships between regions.
- The changing interconnections between people and places.

Essential Unit Skills & Instructional Approaches

Students should be able to predict and apply global patterns in relation to studying geography at different scales by:

- Using and interpreting maps and spatial data
- Analyzing, interpreting and manipulating data sets
- Comparing and evaluating geographic models
- Examining and analyzing photographs and satellite images
- The five themes of geography

Major Assignments

- Fourberg, De Blij and Murphy (Chapter 1)

Major Assessments

Daily Quizzes

HW: Read “Map Scale and Projections”

Practice FRQ #1, 2009

Unit 1 Assessment

Unit 2: Population 4-5 Weeks

Essential Unit Questions

1. How is the world’s population organized geographically?
 - Where has the world’s population increased?
 - Why is population increasing and or decreasing at different rates in different countries?
 - Why might the world face an overpopulation problem?
2. How do governments affect population change?
 - How do governments affect migration?
3. What issues and topics are interconnected to peoples’ migratory patterns?
4. How have changes in the population models impacted current growth trends and influenced government policy?

Domain to be Assessed

- Distribution, densities and scale of global population patterns in order to establish their effects on people and places.
- Population trends, how populations grow (demographic transition) and countries' responses to the effects of changing populations.
- Push and pull factors which affect migration.
- Reasons why people live in the areas where natural disasters occur.
- Policies that countries use to manage migration.

Essential Unit Skills & Instructional Approaches

Students should be able to predict and apply global patterns in relation to population at different scales by:

- Using and interpreting maps and spatial data
- Analyzing, interpreting and manipulating data sets
- Comparing, interpreting and evaluating geographic models
- Examining and analyzing photographs and satellite images
- A systematic study of population geography
- Comparing spatial relationships at different scales ranging from the local to the global
- The five themes of geography

Major Assignments

- Fourberg, De Blij and Murphy (Chapter 2-3)

Major Assessments

Daily Quizzes

Unit 2 Assessment

Unit 3: Cultural Patterns and Processes 5-6 Weeks

Essential Unit Questions

1. How do the geography of languages and religion, illustrate cultural diffusion and cultural differences?

- Where are English speakers distributed?
- Why is English related to other languages?
- Where are other language families distributed?
- Why do people preserve local languages?
- Where are religions distributed?
- Why do religions have different distributions?
- Why do religions organize space in distinctive patterns?
- Why do territorial conflicts arise among religious groups?
- Where are ethnicities distributed?
- Why have ethnicities been transformed into nationalities?

- Why do ethnicities clash?
 - What is ethnic cleansing?
2. How are cultural diffusion and region interconnected?
3. How does culture shape human-environment relationships?
- Where do folk and popular cultures originate and diffuse?
 - Why is folk culture clustered?
 - Why is popular culture widely distributed?
 - Why does globalization of popular culture cause problems?
 - What is the relationship between cultural identity and landscapes?

Domain to be Assessed
<p>The concepts of culture including:</p> <ul style="list-style-type: none"> • Traits • Diffusion • Acculturation • Cultural regions <p>The differences in cultures including:</p> <ul style="list-style-type: none"> • Language • Religion • Ethnicity • Gender • Popular and folk culture <p>The environmental impact of cultural attitudes and practices</p> <p>Cultural landscapes and cultural identity including:</p> <ul style="list-style-type: none"> • Values and Preferences • Symbolic landscapes and Sense of Place

Essential Unit Skills and Instructional Approaches

Students should be able to predict and apply spatial patterns in relation to culture and its processes at different scales by:

- Using and interpreting maps
- Analyzing, interpreting and manipulating data sets
- Comprehending spatial relationships at different scales ranging for the local to the global
- Comparing and evaluating geographic models
- Systematic study of cultural patterns and processes.
- Using landscape analysis to examine human organization of space.
- Examining and analyzing photographs and satellite images
- Using the five themes of geography

Major Assignments

- Fourberg, De Blij and Murphy, (Chapters 4-5)

Culture Project

Major Assessments

Daily Quizzes

Unit 3 Assessment

**Unit 4: Political Organization of Space
5 Weeks
(Three before Winter Break, Two after)**

Essential Unit Questions

1. What is the geography of local and regional politics?
2. How is space politically organized into states and nations and other political units?
3. Why do states cooperate with each other?
4. How are boundaries established, and why do boundary disputes occur?
5. What is the impact of international political geography?

Domain to be Assessed
<ul style="list-style-type: none">• The concept of territory• Shapes and boundaries of states• Spatial relationships between political patterns• Political, military and economic cooperation• Contemporary political patterns

Essential Unit Skills and Instructional Approaches:

At different scales, students should be able to predict and apply global patterns in relation to Political Organization of Space and:

- Using and interpreting maps
- Analyzing, interpreting and manipulating data sets
- Comparing and evaluating geographic models
- Examining and analyzing photographs and satellite images
- The five themes of geography
- Completing a systematic study of political organization of space

Major Assignments

- Fourberg, De Blij and Murphy, (Chapters 6-7)

Major Assessments

Daily Quizzes

Unit 4 Assessment

MIDTERM
20% of 1st Semester Grade

2nd Semester

Unit 5: Agriculture and Rural Land Use
4 Weeks

Essential Unit Questions

1. What is agriculture, and where did it originate?
2. How did agriculture change with industrialization?
3. What are the characteristics of the world's agricultural regions?
4. What imprint does agriculture make on the cultural landscape?
5. What is the global pattern of agriculture and agribusiness?

Domain to be Assessed
<ul style="list-style-type: none">• Development and diffusion of agriculture.• Major agricultural production regions.• Location of agricultural hearths.• Linkages and flows among regions of food production and consumption.• Rural land use and settlement patterns.

Essential Unit Skills and Instructional Approaches:

At different scales, students should be able to predict and apply global patterns in relation to agriculture and:

- Using and interpreting maps
- Analyzing, interpreting and manipulating data sets
- Comparing and evaluating geographic models
- Examining and analyzing photographs and satellite images
- The five themes of geography
- Analyze the use of agriculture and rural land.

Major Assignments:

- The Coffee Trade—Research the coffee trade and create an exhibit that accounts for the roles of the various agricultural and business stages.
- Fourberg, De Blij and Murphy, (Chapters 8-9)

Major Assessments:

Daily Quizzes

Unit 5 Assessment

Unit 6: Industrialization & Economic Development

4 Weeks

Essential Unit Questions

1. What are the geographic elements of industrialization and economic development?
 - Where did industry and services originate?
 - Where is industry distributed and why are there different distributions?
 - Why do industries face problems?
 - Why are consumer services distributed in a regular pattern?
2. How are the geographies of interdependence related to new patterns of economic inequality?
3. What is the balance between those issues raised by industrialization and economic development versus environment, tradition and quality of life?

Domain to be Assessed
<ul style="list-style-type: none">• Concepts in industrialization & development• The changing role of energy & technology• History, growth & diffusion of industrialization• Evolution of economic cores• Differing scales of economic development models• Spatial organization of the world economy• Industrialization & environmental issues

Essential Unit Skills & Instructional Approaches

At different scales, students should be able to predict and apply global patterns in relation to industrialization and economic development:

- Using and interpreting maps
- Analyzing, interpreting and manipulating data sets
- Comparing and evaluating geographic models
- Examining and analyzing photographs and satellite images
- The five themes of geography
- Study the industrialization and economic development

Major Assignments

Vocabulary

Chapter Questions

Key Issues 1 and 2

- Fourberg, De Blij and Murphy, (Chapters 10-11)

Major Assessment

Daily Quizzes

Unit 6 Assessment

Unit 7: Cities & Urban Land Use 4 Weeks

Essential Unit Questions

1. Where have urban areas grown and why are they there?
2. How does place influence the landscape, settlement patterns, modes of transportation, architecture and development of cities?
 - Where are people distributed within urban areas?
 - Why do inner cities and suburbs have distinctive and different problems?
 - Why do services cluster downtown?
 - Why do business services locate in large settlements?
3. How do economic systems and cultural values influence cities?
4. What is the impact upon existing cities of current trends in urban development?

Domain to be Assessed
<ul style="list-style-type: none">• Historic patterns of urbanization• Interregional migration & urban growth• Global cities and mega cities• Models of urban systems• The function of cities• The social, economic and cultural impact of cities and urban sprawl

Essential Unit Skills & Instructional Approaches

At different scales, students should be able to predict and apply global patterns in relation to urbanization and:

- Using and interpreting maps and special data
- Analyzing, interpreting and manipulating data sets
- Comparing and evaluating geographic models
- Examining and analyzing photographs and satellite images
- The five themes of geography
- Evaluating and study of cities and urban land use
- Understanding spatial relationships at different scales ranging from the local to the global
- Using of landscape analysis to examine human organization of space

Major Assignments

Daily Quizzes

- Fourberg, De Blij and Murphy, (Chapters 13-14)

**Exam Review
2 Weeks**

Post-Examination Project

After students complete the AP Human Geography exam, they will embark on a research-based project, which will serve as the culminating activity. Information regarding the project will be distributed in May.

Additional Information

AP Exam

Although taking the AP exam is not mandatory, it is my expectation that all students will take the exam. For more information regarding the exam, please refer to your school counselor, the College Board's website (www.collegeboard.com) or see me.

Materials (The following items are needed everyday)

1. Binder with 5 dividers
2. Pen or pencil, colored pencils or markers and a highlighter
3. Agenda/Student Planner
4. Textbook

OTHER CLASSROOM AND SCHOOL POLICIES

Homework/Classwork Policy

When written homework is not assigned, it is expected that each students will take time to review material from class. Students must write their homework in their agenda book and it is expected that students will complete homework by the assigned due date. The upgrade/proficiency policy does not apply to late work.

Make-up Work for Absences

1. School Board policy allows for one day to make up missed work for each day of absence. It is the responsibility of the student to obtain assignments.
2. The student is responsible for turning in make up work and will not be tracked down by the teacher.
3. The student must **arrange** a time to meet with the teacher regarding make-up work within one day of returning from an absence; graded assignments are to be completed following county guidelines. Appropriate times are before school, during the Wildcat Hour (Tuesday and Thursday, 1st lunch), and after school.

Warm-ups

At the beginning of every class, there will be a warm up activity for students to complete. It may require students to review previous topics or introduce a new topic by probing opinions and thoughts. In addition to answering a question, students will explain their answers by completing a "why" component of their warm-up sheet. Students are expected to be doing this work when the bell rings. The majority of warm-up questions will be AP exam-style and they will be useful review tools.

Tardiness

Tardiness will be handled through school policy.

Leaving the Class

Please take care of all personal needs before or after class. A student may only leave the classroom for the bathroom four times during the semester. Students will need their own agenda to leave the classroom. The students will be asked to sign out when leaving the class and in when returning to the class. Guidance and Administrative passes should be shown to the teacher upon entering the classroom.

Rules and Procedures

Students should follow all PRIDE and AACPS rules (these will be discussed in class).

Progress Reports

Can be received through Parent Connect; please contact the counseling office for more details.

Other Information

Students are encouraged to complete missed tests and seek help before or after school or at a time convenient for the teacher, student, and parent. Students are encouraged to get help during the first half of the Wildcat Hour.

Wildcat Hour:

I am only available during first lunch on Tuesdays, Thursdays, and Fridays

Evaluation

The student's total grade is based on earning points and percentages. Formal assessments will be given at the end of every unit. The overall grade will be made up of the following percentage breakdown:

Category	Percentage of Overall Grade
Assessments (AS)	65%
Classwork (CW)	15%
Homework (HW)	10%
Quarterly (Q)	10%
<i>Total</i>	<i>100%</i>

Weighted Categories

Assessments (3-56 per Quarter)

Assessments demonstrate a student's proficiency level related to the content standards. Students will demonstrate content/standard mastery in a variety of manners. These may include, *but are not limited to* tests, quizzes, projects, writing assignments, etc.

Classwork (at least 6 per Quarter)

Classwork provides feedback to teachers and students for the purpose of improving student learning. These opportunities may also develop skills such as cooperative learning, communications, time management, organization, etc. Assignments in this category may include, *but are not limited to* labs, group work, web-searches, research, etc.

Homework (at least 6 per Quarter)

Homework provides feedback to teachers and students for the purpose of improving student learning. Homework will be 10% of the grade; in order to avoid an unexpected negative impact on a student's grade, please grade multiple HW assignments.

Quarterly

All courses will administer a quarterly assessment, worth 10% of the marking period grade. This assessment is not eligible for re-do. However, each content team with the guidance of their department chair will establish a scale score before recording grades.

Teachers shall assign a minimum grade of 50% to all assignments if students show a good faith effort. When students repeatedly do not complete tasks as assigned, the teacher will communicate with the parent, administrator and the counselor in order to determine the appropriate course of action.

Assessment Upgrades

Procedures for an upgrade:

- Students who have met minimal proficiency on a summative assessment but want to improve their mastery may complete **one upgrade**.
- Students may resubmit standards based assessments for an upgrade **after completing an academic intervention prescribed by the classroom teacher**.
- Resubmissions are **due on the 5th class period** after the assignment is returned to students.
- Upgrades are at the discretion of the teacher, not all assignments are directly eligible

Late Assessments

- Late standards based summative assessments **will be accepted without penalty but must be submitted within five class periods**.
- Late standards based summative assessments **cannot be resubmitted for a redo or an upgrade**.

***Alternative assessments can be used as students re-do, upgrade, or submit late assessment.**

Plagiarism Policy:

The Board of Education academic integrity policy defines plagiarism as, “deliberately presenting the ideas or works or statements of another as one’s own, without acknowledgement of the source.” The Board also notes that plagiarism “includes downloading, copying, and/or buying work and submitting it as the student’s own work.” This policy means that “cut and paste” computer operations and copying material from a website are not permissible. **Except for short quotations from cited sources, students must write everything in his/her own words.**

Students turning in work which is a violation of this policy will be referred to their administrator for appropriate disciplinary action and lose credit for the assignments. This policy will be fully enforced at all times. Even students who normally are “good kids” or “work hard” will be punished for this infringement. The policy was written for all Anne Arundel County students and will be consistently enforced.

AP Human Geography Contract

Please read the following:

- *I have read and understand the requirements for this class, including the grading policy.*
- *I also understand the plagiarism policy. It is clear that the plagiarism policy will be vigorously enforced even though my child may normally be an exceptional student or exhibit exemplary character on most occasions.*
- *It is also apparent that late homework will not be accepted unless my student attends the one Amnesty Day where he/she will have the opportunity to turn in only the work that he/she is able to complete in the one hour session. I also understand that if my student is unable to attend the one Amnesty Day that he/she will not be allowed to submit any other late work.*
- *I also understand that if my student has three or more unexcused absences per quarter than his/her report card grade will reflect the letter "E" regardless of his/her grade in the last. I understand that this is Board policy and the teacher is required to follow it.*
- *I understand that all students enrolled in this course are expected to take the AP Exam on May 17, 2013 and that the exam is approximately 89.00. The fee for this exam will be due during the 3rd quarter. The Guidance Office will be in charge of collecting this fee and registering students for this exam.*
- *I am aware that Back to School Night will be on September 6th and that I will be able to attend the event to clarify portions of AP or other aspects of this course's expectations.*

I/We have read and understand the above course outline for AP HuG, rules and expectations. We understand the seriousness of plagiarism and the importance of the AP exam in May.

Student Printed Name: _____

Student Signature: _____

Student Email: _____

Parent/Guardian Signature: _____

Parent/Guardian Email Address: _____

Parent/Guardian Phone Number: _____