**AP HUMAN GEOGRAPHY**

**COURSE SYLLABUS 2015-2016**

**Mr. Chris Jones**

**Room 655**

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**COURSE DESCRIPTION**

The Advanced Placement course in geography gives high-ability students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Human Geography course helps students develop critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. Through AP Human Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will meet the five college-level goals as determined by the National Geographic Standards. They also will gain knowledge of the methods and tools geographers use in their science and practice. Students’ evaluation and analysis of primary and secondary sources shape and develop writing and reading skills. In preparation for the AP Human Geography examination, this course will be divided into seven sections: nature & perspectives, population, culture, politics, agriculture, industrialization, and urbanization. In addition, environmental and social issues will be examined throughout the course.

**COURSE OBJECTIVES**

* Learn and utilize the geographic toolbox
	+ Using Maps and Spatial Data
	+ Becoming “Geographically Literate”
	+ Critical thinking involves discovering what is concealed in various maps and spatial arrays
* Employ spatial concepts, geographic terminology, and landscape interpretation
	+ Use spatial perspective to understand spatial organization and the material character of Earth’s surface changes
		- *Spatial perspective : how are phenomena in different places related?*
			* *Recognize and interpret patterns*
		- *Spatial perspective: what is the nature and significance of phenomena occurring in the same place?*
			* *How do taste, value, political regulation, and economic constraint work together to create cultural landscape?*
* Patterns and Processes: Recognize and Interpret Relationships
	+ Geographical analysis of scale requires sensitivity
		- *Use of Multiple Scales: Phenomena is influenced by various scales: local, regional, national and global*
* Evaluating the Regional Process
	+ Define Region to describe patterns
		- *Locate and describe*
	+ Using Region as objects of analysis
		- *How did regions come into being*
		- *How does the world change*
* Developing the Geographic Perspective as a lends for landscape and current events
	+ Characterize and analyze changing interconnections
		- *How events/processes/phenomena in one place influence other places*
		- *View of patterns/places in terms of spatial and functional relationships instead of in isolation*
		- *How and why relationships are constantly changing*

All students are recommended to take the AP Human Geography College Board Examination on May 13, 2014. Students have many resources at their disposal during the school year and leading up to the exam. These resources include previously released AP exams, Collegeboard.com (AP exam information, online practice test, and additional AP support), Power of Place education videos (Annenberg Media), and teacher-led review sessions. The AP exam consists of two sections.

Section I: students will answer 75 multiple choice questions in 60 minutes (50%)

Section II: students will have 3 Free-Response essays, each with a 25 minute time period (50%)

Students in this course receive instruction on how to respond to these essay questions as well as exercises in assessing the multiple choice questions.

This course contains a varied methodology of instruction; however, a majority of time is allotted to lecture and discussion. **Students are responsible for a significant amount of reading each week**; most reading takes place **outside of the classroom**. Weekly reading may include chapters from the assigned textbook, not including additional assignments. Assessments determine retention and understanding of these materials. Students are expected to summarize/take lecture notes, write essays, complete study guide tasks, and participate in activities. The classroom experience includes discussions, debates, and collaborative learning activities used to focus on primary and secondary resources.

**TEXTBOOK**

The Cultural Landscape, AP Edition, 11th edition (2014), by James Rubenstein.

\*Additional texts and websites may be utilized throughout the course\*

**PREP STUDY GUIDES**

Barron’s AP Human Geography

Kaplan AP Human Geography

5 Steps to a 5 AP Human Geography

**SUPPLEMENTAL RESOURCE MATERIALS**

*The Power of Place: Geography for the 21st Century* series. Video.N.p.: Annenburg/CPB Project.

AP College Board website <http://collegeboard.org/ap/geography/index.html>

[www.nationalatlas.gov](http://www.nationalatlas.gov)

[www.census.gov](http://www.census.gov)

**COURSE ASSIGNMENTS**

Students’ performance is assessed through Homework, Class participation, Quizzes, Exams, and Projects. There will be approximately two to three unit tests per term, as well as a mid-term and final exam. Grades are accrued on a point basis through test scores, quizzes, projects, and class participation.

**QUIZZES AND UNIT EXAMS**

Quizzes are used throughout the course to assess retention of information. Exams will be given at the end of each unit. Exams consist of combination of multiple choice questions and essay questions that resemble those given on the AP Exam. A Midterm and Final exam will also be given.

**PROJECTS**

Students are assigned several projects throughout the course that will be associated with a developing country.

**CLASSWORK AND HOMEWORK**

Homework assignments are given on a regular basis to reinforce material covered in class or prepare for the next days’ work. Map activities, document analysis exercises, textbook reading assignments, geography labs, group projects, individual projects, current events, and topic review questions are just several types of in-class and home learning tasks that are completed throughout the year.

Course grades will come from the following:

* Tests: 40%
* Quizzes: 25%
* Assignments: 35%
	+ Includes class and home assignments, notebook , projects, and participation

**GRADING POLICY**

**A 100 – 90**

**B 89 – 80**

**C 79 – 70**

**D 69 – 60**

**F 59 – 0**

**MAKE- UP WORK**

Students are responsible for obtaining work they have missed when absent. Only students with excused absences will receive credit for make-up work.

* Work assigned *before* the absence must be turned in the day the student returns to class
* Reviews for tests/quizzes are conducted prior to tests/quizzes. These are recommended and often helpful for students, but only benefit those who come to class. Students who miss tests or quizzes are still required to take exams whether or not they have participated in the review.

Missed exams must be made up on the date of return unless arranged otherwise. This is the student’s responsibility- if exams are not made up, the student will receive a ZERO.

**CLASSROOM DEMEANOR:**

**I expect all of my students to behave in a respectful, mature manner with their peers, teachers, parents and administrators.**

* **Be on time for class**. You must have a pass to enter class late- please do not disrupt the class to explain your tardiness. We will discuss it at a more convenient time.
* **Be prepared for class**- bring materials to class and be prepared to participate.
* **All electronic devices** (Ipods, cellphones, etc**) should be turned off and put away during lecture**.
* Class time is used for learning- do not work on other assignments, run personal errands, or socialize with peers.
* All students’ contributions are important- be respectful, do not talk while others are talking.
* **Raise your hand** if you have a question or need to leave your seat. Getting out of your seat without permission and calling out is unacceptable behavior.
* NO FOOD, DRINKS, OR GUM ALLOWED IN CLASS as per administration.
* **Keep your area clean**- make sure to throw your trash away.
* Teacher- *not the bell*- dismisses the class.

**COURSE OUTLINE**

**UNIT I: THINKING GEOGRAPHICALLY, BASIC CONCEPTS:** 3 weeks (5-10% of exam)

AP Human Geography stresses the importance of geography as a field of inquiry and briefly looks at the emergence of academic geography. The course introduces students to the importance of spatial organization. Location, space, place, scale, pattern, regionalization and globalization are important topics throughout the course. Students interpret the implications of associations among phenomena in places.

 Readings: **Rubenstein**

**Chapter 1**

Power of Place:#1 & #2

 Tentative Activities: Map of North America

 Latitude and Longitude Lab

 5 Themes of Geography

 “A Year Without Made in China”

 Climate Graphs

 Geography Scavenger Hunt

**UNIT II: POPULATION & HEALTH**: 5 weeks (13-17% of exam)

AP students consider the ways in which human population is organized geographically as a tool to make sense of cultural, political, economic, and urban systems.

* Analyze distribution of human population using various scales
* Why do populations grow in particular places while declining in others?
* Examine theories of population growth
* Movement of population
	+ Push/pull factors
	+ Migration
		- Voluntary, Involuntary, Migration selectivity, short term, local
	+ Activity space

Reading: **Rubenstein**

**Chapters 2 & 3**

Power of Place: #21

Tentative Activities: Doubling Time Map of the Caribbean

 Population Pyramids Map of Central America

 Demographic Model Map of South America

 Census 2010 and the World in 2010

 Baby Boom

 Population Growth & Doubling

**UNIT III: FOLK & POPULAR CULTURE**: 5 weeks (13-17% of the exam)

This section examines components and regional variations of cultural patterns.

* Concept of Culture
* How geographers assess cultural groups
	+ Language, religion, race, ethnicity, gender
* Culture patterns are represented in a variety of geographic scales from local to global.
* Diffusion: how cultural traits spread through time and space.
* Students will be able to examine the affect that various cultures had on the environment and how different cultures are expressed through art and architecture.

Reading: **Rubenstein**

**Chapters 4-7**

Power of Place: #17, #24, #25, #26

Tentative Activities: Equal Rights for Women Maps of Europe

 The Nine Nations of North America

 Language Family

 Dying Languages

 Comparisons of Religions

 Cultural Patterns & Processes – Ethnic Conflict

**UNIT IV: POLITICAL GEOGRAPHY**: 5 weeks (13 – 17% of the exam)

This section introduces students to political organizations of territory at different scales.

* Examine how political patterns reflect ideas about how the Earth’s surfaced should be organized
* Political geography of the modern “nation-state” or country
* Focus on disputes that resulted in world-wide conflict as a result of political boundaries.
* Students will realize the difficulty that lies in solving environmental problems that cross national borders.

Reading: **Rubenstein**

**Chapter 8**

Power of Place: #3, #4, #8

Tentative Activities: Geopolitical Theory Maps of Africa

 Who owns Antarctica?

 Types of Government

 Create your own world

 Gerrymandering

 Is Taiwan a Country?

 Geography of Iran

 Political Geography of the Oceans

 10 most unusual borders

 The European Union

**UNIT V: AGRICULTURE AND RURAL LAND USE:** 5 weeks (13 – 17% of the exam)

Students examine the origin and spread of agriculture, where domestication originated the processes in which it spread. World agricultural regions and why these regions function in the way they do. Students also analyze the impact of agricultural change on the quality of life and environment.

* Focus on fishing, forestry, nomadic herding, ranching, plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, and factory farms.

Reading: **Rubenstein**

**Chapter 10**

Power of Place: #7, #8, #12, #16, #20, #23, #24

Tentative Activities: Environmental Limitations on Russian Agriculture Maps of Asia

 Agricultural Maps

Crops around the world

 Food, Inc.

 Green Revolution

 The Changing Scale of American Agriculture

 Confined Livestock Better for the Planet

**UNIT VI: INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT:** 5 weeks (13 – 17% of the exam)

Students will gain insight to the value of natural resources to different societies around the world. Student will examine how economic activity has a spatial character influenced by the integration of multiple factors including natural resources, culture, politics and history in a place.

* Address and compare the growth of various economies
* Developed versus developing nations
* Use and conservation of resources
* Standards of living and quality of life
* The question of conservation and the impact of pollution

Reading: **Rubenstein**

**Chapters 9, 11**

Power of Place: #5, #10, #11, #12, #14, #15, #18, #20, #22, #26

Tentative Activities: High Cost of Low Prices: Walmart Map of Oceania

 World Systems Theory

 Accents of Africa: A New Outsourcing Frontier

 Developed or Developing

**UNIT VII: CITIES AND URBAN LAND USE:** 5 weeks (13 – 17% of the exam)

Urban geography can be divided into two subfields; the study of systems of cities and their various forms, internal structure, and landscape of cities. Students are introduced to such topics as patterns of land use, racial and ethnic segregation, types of intra-city transportation, architectural traditions, and cycles of uneven construction and developments.

* Focus on the location of cities (site and situation)
* The political, economic, and cultural functions of cities and their effect on the growth of cities
* Land use, demographics, and the cultural values of a variety of cities.

Reading: **Rubenstein**

**Chapter 12 & 13**

Power of Place: #5, #9, #16, #23, #24

Tentative Activities: Central Place Theory

 Sports Corporation

 3 Urban Models

 City project

 Land Rent Theory

 Sector and Nuclei Models

 Urban Morphology

 Edge City

\*\*Activities/Assignments are subject to change during the school year\*\*

**ACKNOWLEDGEMENT FORM**

I have read the syllabus for AP Human Geography and I understand what is expected and what supplies are needed for this class.

Student Name(Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian contact- Phone Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_