

Advanced Placement Human Geography

Course Syllabus

Ms. Schmidt

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Course Overview

Advanced Placement Human Geography is a challenging and interesting introduction to the systematic studies of patterns and processes of Earth and how humans interact and alter the Earth to survive. It also examines social organizations and their effects on the environment. The course will spend a majority of its focus on 7 major concepts.

Concept	Multiple Choice Coverage on the AP Exam	Readings	Time
I. Geography: Its nature and perspectives	5-10%	Rubenstein , Ch. 1	4 weeks
II. Population	13-17%	Rubenstein, Ch. 2-3	5 weeks
III. Cultural Patterns and Processes	13-17%	Rubenstein, Ch. 4-7	6 weeks
IV. Political Organization of Space	13-17%	Rubenstein, Ch. 8	5 weeks
V. Agricultural and Rural Land Use	13-17%	Rubenstein Ch. 10, 14 Key Issue #3	4 weeks
VI. Industrialization and Economics Development	13-17%	Rubenstein, Ch. 9, 11, 14 Key Issue #1, 2	4 weeks
VII. Cities and Urban Land Use	13-17%	Rubenstein, Ch. 12-13	4 weeks
Exam Review			2 weeks

Course Objectives:

- To introduce students to the systematic study of patterns and processes that shaped human understanding, use, and alteration of Earth's surface.
- To employ spatial relationships at different scales ranging from local to the global, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the world and in our local area.
- To learn about and employ the methods of geographers; including observation, mapmaking, gathering and reporting data, and technical writing.
- To teach students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.
- To introduce and apply the various geographical models in relationship to the course and the world around us.

Textbook

Rubenstein, James M. *An Introduction to Human Geography: The Cultural Landscape*, 10th ed.
Upper Sadle River, NJ: Prentice Hall, 2010.
Holt Student Atlas

*supplemental materials will be provided when needed

Materials

- Binder 1.5 inches – **USED ONLY FOR AP HUMAN GEOGRAPHY!**
 - Because the purpose of this class is to prepare you for the AP test in May, it is essential that you have a system in place to keep track of handouts, assignments, etc. to use for your exam review.
 - You will have A LOT of paper for this class and need a place to keep it organized!
- Notebook or loose leaf paper
- Highlighters, pens, pencils

Unit Objectives

Chapter Orientation Guides with objectives and vocabulary lists will be provided at the beginning of each unit.

Expectations

AP Human Geography is an interesting, but demanding academic field. Projects, assignments, etc. often times ask for large amounts of independent time and effort. It is expected that you use available time to its fullest. The classroom environment will encourage high participation and discussion. Students must respect others' opinions, feelings, ideas, and property. You should enter this class with an open mind to finding out more about other people, locations, and events.

Standards and Benchmarks

DCSD Standards and benchmarks met in this course:

Subject	Standard Number	Standard	Grade Span Benchmark
AP Human Geo.	1.3	(Culture) The student will evaluate the impact of culture and cultural diversity.	Assess the various ways that groups, societies, and cultures address human needs and concerns.
AP Human Geo.	3.1	(Geography) The student will analyze geographical information about people, places, and environments.	Analyze various data sources such as atlases, maps, charts and graphs to generate and interpret geographic data.
AP Human Geo.	3.2	(Geography) The student will analyze geographical information about people, places, and environments.	Analyze local, regional, and global maps using the five themes of geography. (location, place, human-environment interaction, movement, and region)
AP Human Geo.	3.3	(Geography) The student will analyze geographical information about people, places, and environments.	Analyze how people refashion their environment to reflect their current values and ideals.
AP Human Geo.	3.3	(Geography) The student will analyze geographical information about people, places, and environments.	Analyze how people refashion their environment to reflect their current values and ideals.
AP Human Geo.	3.5	(Geography) The student will analyze geographical information about people, places, and environments.	Analyze the geographic impact upon peoples' lives, their values, culture, wants and needs.
AP Human Geo.	4.2	(Behavioral Sciences) The student will analyze the interactions between groups, institutions, individual human development, and personal identity.	Analyze the interactions of ethnic, national, or cultural influences on an individual.

AP Human Geo.	5.3	(Sociology) The student will analyze the interactions among individuals, groups, and institutions and their impact on society.	Evaluate situations in which conflict occurs between individuals' beliefs and institutional norms.
AP Human Geo.	5.3	(Sociology) The student will analyze the interactions among individuals, groups, and institutions and their impact on society.	Evaluate situations in which conflict occurs between individuals' beliefs and institutional norms.
AP Human Geo.	9.1	(Global Connections) The student will evaluate the impact of globalization and interdependence.	Compare and contrast the positive and negative aspects of global interdependence for the United States and people of the world.
AP Human Geo.	9.5	(Global Connections) The student will evaluate the impact of globalization and interdependence.	Analyze conditions and motivations that contribute to conflict, cooperation, and interdependence among groups.

Questions to Think About Before We Begin

1. Why are you taking this class? Do you want to learn about geography? Are you ready for a college-level class? Are you serious about the AP exam in May? If not, this is probably the wrong course for you.

2. What are your priorities? Are academics near the top of your list, or are you more concerned with other things? This course should not consume your entire life but if academic success is not a very high priority, this is probably the wrong course for you.

3. How much time can you devote to the class? The time required will depend on your strengths and weaknesses, about an hour a day is a good general rule.

4. Are you a strong reader? Nothing will occupy more of your out of class time than reading and studying the text. If you are a good reader, and self-motivated, you have a distinct advantage. If you are not a good reader, know that this will take extra effort on your part to compensate. If you are not willing to try to become a stronger reader, this is probably not the course for you.

Understand that your level of motivation is much more important than your ability level. If you want to succeed in this course, and if you are willing to put in the necessary time and effort, **YOU WILL SUCCEED!** Attitude, study skills, determination, and discipline count!

Grading/Evaluation

Each student will be evaluated on several criteria to incorporate a variety of instructional strategies and learning styles. For example: quizzes, tests, papers, presentations, participation, case studies and homework.

Academic Integrity

This class will adhere to district guidelines as outlined in the student handbook. Cheating in ANY form will not be tolerated. Anyone caught cheating will receive a zero on the assignment and parents or guardians will be contacted. Additional consequences will be based on the severity of the infraction and repeated cases of academic dishonesty.

Approximate Points Distribution

Homework- 10%

Tests - 50%

Quizzes – 15%

Projects/Papers- 20%

Semester Final Exam – 5%

Student grades are based on the entire semester

Homework

Homework is designed to be aid you in learning the material being covered in class. If you do your homework consistently you will greatly increase your chance for success on tests and quizzes.

Students are required to hand their homework assignments in on the established due date. Assignments consist of section review guides as well as reading and interpreting maps, data sets, geographic models, GIS, aerial photographs, and satellite images. Assignments will be given throughout the year to coincide with the seven main themes and the Rubenstein text.

Late work will NOT be accepted for reading assignments! Any other missed work due to an absence you have the number of days you were to absent to make it up before it is considered late.

Quizzes/Tests

Quizzes are shortened versions of unit tests. They will occur throughout the semester to help solidify key vocabulary and concepts. Quizzes can be expected following lectures, films, guest speakers, and other similar class activities.

Tests will occur at the conclusion of each unit. The tests will consist of multiple-choice questions (5 choices) and free-response questions. The test will be completed over a two-day period. On the first day the students will take the 45 minute free-response questions and then complete the test the following day by taking answering the multiple choice questions in 45 minutes.

Make-up. All make-up tests/quizzes must be made up within the week of the student's absence (a Friday absence will carry over to the next week). Make-up tests/quizzes will be located in the Library during the school day. All other make-up assignments can be obtained through the instructor. Students may also use Friday morning FAST time to make up tests or quizzes.

Projects/Papers

Daily grades will come from in class activities and participation. Projects will be assigned throughout the school year. Most projects will consist of online research, reading local and national newspapers, using AP Human Geography suggested web-sites, as well as field studies in the local community. They will include, but not limited to:

- Migration patterns of the United States compared to countries around the world.
- U.S. Census Bureau - www.census.gov/
- Using cities zoning requirements to analyze local urban land use.
 - www.nationalatlas.gov/
- Comparing languages and dialects from different U.S. and global regions.
 - Digital Atlas of the United States - <http://130.166.124.2/Uspage1.html>
- Gathering and interpreting data from local agricultural businesses.
- Field study on housing styles and trends in the local area.

What Can You Do to Help Yourself?

1. Don't miss class. If you miss class, you will miss discussions and activities that help you understand the readings.
2. Don't be afraid to ask for help if you don't understand.
 - a. Ask a classmate or former student
 - b. See me before or after school
 - c. E-mail me
3. Keep up! Don't fall behind! Follow the class schedule and be disciplined from day 1. Complete the assignments and finish the readings on time. Be prepared for class every day. Review each week.
4. If there is a lecture or discussion, take complete, dated, class notes. It is important to review your notes frequently to keep them fresh in your mind.

5. **Be prepared to read and be tested on material that we did not have time to cover in class.**
6. Learn to read more effectively.
 - a. Read actively. Don't just look at the words.
 - b. Preview a chapter before you begin.
 - c. Do not try to read an entire chapter all at once. It is divided into sections for a reason!
 - d. Do not ignore pictures, diagrams, tables, and sidebars in your book.
 - e. Take notes while you read. You can condense a 30 page chapter into a few good pages of notes, making it much easier to review.
7. Form a study group. This is an excellent way to help one another and have a good time.
8. Half of the battle is vocabulary. Make a set of vocabulary flash cards index cards.

Flash cards offer all of the following advantages:

 - a. The process of making the cards allows you to learn the words.
 - b. You can separate the terms you know from the ones you need to review more. This makes for more efficient studying.
 - c. They're reversible! You can look at terms and practice definitions, or you can look at definitions and practice terms.
 - d. Having a set of flashcards for each chapter provides an excellent means of review. Think of how nice it will be to have an entire set to review for the semester final and the AP Exam!!

Class Expectations

I expect respectful, cooperative, and appropriate classroom behavior at all times. Furthermore, you are to be punctual, prepared, and productive in class. No food or drink is allowed in the classroom other than water.

Electronics:

Cell phones **will not be seen or heard in class** unless you are given permission from an instructor. **Using cell phones is strictly prohibited on tests/quizzes and will result in a zero on that exam.** iPods, mp3 players, iPads, and other electronic devices of that variety will not be allowed in class unless authorized by an instructor. If you ever are in doubt as to whether or not it is "okay" to use your device, just ask!

Buzz and OneNote Classroom:

In an effort to make our course more environmentally friendly, an effort will be made to be as paperless as possible. To that end, we will be using online educational tools including Buzz/BrainHoney and OneNote Classroom. Your district email address and password will be required to access these tools. If you are unsure about this information, please let Ms. Schmidt know. More information about these tools will be provided at a later time.

Remind 101:

In addition to announcements made in class, students may choose to receive text message or e-mail messages from the instructors via Remind 101. Remind 101 is a system that allows teachers to communicate with students WITHOUT the exchange of personal information (cell phone numbers). Before subscribing to Remind101 be sure you understand your cell phone plan's settings for text messaging. Remind 101 is a free service, but if you do not have free incoming messages, you are responsible for any fees your cell phone plan may incur! To subscribe to messages for this course, see the attached information.

Office Hours

If you need to meet with Ms. Schmidt, I am available before school 7:00-7:30 and after school 2:20-2:30. I am also available during 5th period in Room B135, but please schedule an appointment if you wish to meet with me during this time, as we will be in meetings periodically.

The Advanced Placement Exam

All students are encouraged to take the AP Exam.

Date: Friday, May 13th – morning session

Exam Fee: approximately \$90 (more information will come in the spring when students register for exams)

Description:

The Human Geography two-hour exam includes a 60-minute, 75-question multiple-choice section and a 75-minute three-question free-response section. The multiple-choice section accounts for half of the examination grade and the free-response section for the other half.