

AP[®] Human Geography

Instructor:

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Course Description:

Advanced Placement Human Geography is an introductory college level course focusing on the study of human geography. This course will have content that is typical to a semester-length undergraduate college level course, but have that content spread out over the full high school year. Passing the final AP exam at the end of the year with a “3” or higher awards you a semester’s worth of college credit in geography at many colleges and universities.

AP Human Geography’s purpose is to introduce students to a systematic study of patterns and processes that have shaped mankind’s understanding, use, and alteration of Earth’s surface. Students will learn to use spatial concepts when analyzing human’s organization of space, landscapes, and the environmental consequences of their decisions from the local to global level. Students will also be looking for patterns across the cultural landscape, trying to identify trends, and anticipate future phenomena using the scientific methods, research, and tools of geographers.

At its core, Human Geography teaches students how to interpret maps, select the correct maps to obtain information, interpret sets of data, and analyze geographic models to effectively evaluate the world we live in. The Exam this year is May 5th.

Prerequisites:

There are no prerequisites for AP Human Geography other than completion of The World and its People. Students should be willing and able to read college level texts, and apply the conventions of Standard Written English in their writing, and put forth effort during the year. Further, they are willing to attempt what may be difficult coursework knowing there is a final Exam for college credit.

2 Semesters/1 Credit

Graduation Standards

GEOGRAPHY: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

ECONOMICS: Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future.

APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE ,AND SKILLS: Collaboratively and independently research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.

Course Texts:

You are required to bring your textbook every day to class. Being an Advanced-Placement college level class, means that you will have to do outside reading above and beyond what we do on a daily

basis.

Our Textbook:

Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography. 11th ed. Upper Saddle River, N.J.: Pearson, 2014

Other supplemental readings will be provided to you during the course of the semester. This will include information from other textbooks, scholarly articles, journals, and other resources.

Unit 1	Thinking Geographically
Topics covered in Unit 1	<ul style="list-style-type: none">• Maps, Grids, and Telling Time• Contemporary Tools• Place: A Unique Location• Region: A Unique Area• Scale: From Local to Global• Space: Distribution of Features• Connections Between Places• Sustainability
Performance indicators	<p>GEOGRAPHY Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none">1. Evaluate the impact of culture on the characteristics of a region.2. Analyze how people's experiences influence their perception of physical and human characteristics. <p>APPLICATION OF SOCIAL STUDIES PROCESS,KNOWLEDGE AND SKILLS: Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.</p> <ol style="list-style-type: none">1. Uses research to develop a writing piece explaining historical events/issues.2. Uses research to orally report on historical events/issues.
Unit 2	Population and Migration Patterns
Topics covered in Unit 2	<ul style="list-style-type: none">• Population Distribution• Consequences of Population distribution• Population Composition/dynamics• The Demographic transition model• Malthusian Theory• Effects of Migration
Performance Indicators Assessed in Unit	<p>SSGS 6:D Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.</p> <p>SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p>
Unit 3	Cultural Patterns and Processes

Topics covered in Unit 3	<ul style="list-style-type: none"> ● Introduction to Culture ● Cultural Landscapes ● Cultural Patterns ● Types of Diffusion ● Historical Causes of diffusion ● Contemporary Causes of Diffusion ● Diffusion of Religion and Language
Performance Indicators Assessed in Unit	<p>SSGS 6:E Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence.</p> <p>SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p>
Unit 4	Political Patterns and Processes
Topics covered in Unit 4	<ul style="list-style-type: none"> ● Introduction to Political Geography ● Political Processes ● Political Power and Territoriality ● Defining Political Boundaries ● The Function of Political Boundaries ● Internal Boundaries ● Forms of Governance
Performance Indicators Assessed in Unit	<p>SSGS 2:A Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills.</p> <p>SSGS 2:C Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas; • building on ideas of others and sharing in an attempt to sway the opinions of others.
Unit 5	Agricultural and Rural Land Use and Processes
Topics covered in Unit 5	<ul style="list-style-type: none"> ● Introduction to agriculture ● Settlement Patterns and Survey Methods ● Agricultural Origins and Diffusions ● The Green Revolution ● Spatial Organization of Agriculture ● The Global System of Agriculture ● Women in Agriculture
Performance Indicators Assessed in	<p>SSGS 1:B Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p>

Unit	SSGS 6:A Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world.
Unit 6	Cities and Urban Land Use
Topics covered in Unit 6	<ul style="list-style-type: none"> ● The Origin and influences of Urbanization ● Cities across the World ● Cities and Globalization ● The size and distribution of Cities ● Density and Land use ● Infrastructure ● Urban Data ● Challenges of Urban sustainability
Performance Indicators Assessed in Unit	<p>SSGS 1:A Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p> <p>SSGS 1:B Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p>
Unit 7	Industrial and Economic Development Patterns and Processes
Topics covered in Unit 7	<ul style="list-style-type: none"> ● The Industrial Revolution ● Economic Sectors and Patterns ● Measures of Development ● Women and Economic Development ● Theories of Development ● Trade and the World Economy ● Sustainable Development
Performance Indicators Assessed in Unit	<p>Geography Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>1. Evaluate the impact of culture on the characteristics of a region.</p> <p>Geography Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world.</p> <p>1. Evaluate how human actions have impacted their environments.</p>
<u>Summative Assessments Retake</u>	
<ul style="list-style-type: none"> ● Students have the opportunity to retake summative assessments. ● Summative assessments count for 70% of the grade. ● The student must submit a retake form to the teacher within five (5) school days 	

of the date that the summative assessment score is reported to the student.

- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.
- They must fill out a retake form for summatives and do this within 5 days

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.