# AP HUMAN GEOGRAPHY SYLLABUS, FALL 2016

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**“Geography is everything, and everything is geography.”**

**COURSE OUTCOME**:

The purpose of the AP Human Geography course is to introduce students to a systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface. This semester we will conduct a broad survey of human interactions throughout the world. Students employ spatial concepts and landscape analysis to examine human social organization and its various consequences. They also learn about the methods and tools geographers use in their science and practice. (Source: AP Human Geography Website: http://apcentral.collegeboard.com)

### COURSE EXPECTATIONS

***It is very important to understand that this class is an intensive college-­‐‑level course.*** The work will be challenging, but will be very relevant to the issues of today. In the spring, (even if you take the course in the fall) students will be expected to take the AP Human Geography Exam, which could earn college credit. Therefore, this course will require more work and effort than a regular high school course. Expect a rigorous course in which you will work bell-­‐‑to-­‐‑bell in class and be required to read, study, or do homework every night. However, the rewards of this class are well worth the work, as your learning will be directly applicable to your life and your understanding of our world.

### SKILL DEVELOPMENT

In addition to gaining a better understanding of the development of global human civilization, students in AP Human Geography should be able to

* *Use and think about maps and spatial data*
* *Understand and interpret the implications of associations among phenomena in places*
* *Recognize and interpret at different scales the relationships among patterns and processes*
* *Define regions and evaluate the regionalization process*
* *Characterize and analyze changing interconnections among places*
* *Read, outline, and master college-­‐‑level reading*
* *Participate in college-­‐‑level discussions and analyses*
* *Negotiate challenging assignment expectations and timelines*
* *Work cooperatively and collaboratively on major projects and evaluations*
* *Integrate technology into their habits of learning, academic production, and daily thinking*
* *Understand the importance of geospatial information systems (GIS) and other geospatial technologies* and *Cultivate essential map skills and knowledge*

### INSTRUCTIONAL STRATEGIES

1. Direct instruction with class discussion
2. Individual study and projects (PBL)
3. Group activities and projects (PBL)
4. Internet research and interaction with GIS technology
5. Visual analysis using pictures and videos
6. Mapping exercises and map quizzes
7. Examination of case studies using articles, data, and videos
8. Timed writings for each unit to simulate the AP Exam
9. Lecture by field experts via Skype and/or in-­‐‑class visits
10. Hands-­‐‑on field work

### UNITS OF STUDY

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| --- | --- | --- | --- |
| **Topic**  | **Multiple-­‐‑Choice Coverage on AP Exam**  | **Readings**  | **Approximate Time**  |
| 1. Geography: Its Nature and Perspectives  | 5-­‐‑10%  | Rubenstein Chapter 1  | 2 Weeks  |
| 2. Population  | 13-­‐‑17%  | Rubenstein Chapter 2, 3  | 3 Weeks  |
| 3. Cultural Patterns & Processes \**See note about the Study of Religions* | 13-­‐‑17%  | Rubenstein Chapter 4-­‐‑7  | 3 Weeks  |
| 4. Political Organization of Space  | 13-­‐‑17%  | Rubenstein Chapter 8  | 3 Weeks  |
| 50. Agricultural & Rural 0Land Use  | 13-­‐‑17%  | Rubenstein Chapter 10  | 2 Weeks  |
| 6. Industrialization & Urban Development  | 13-­‐‑17%  | Rubenstein Chapter 9, 11, 12  | 2 Weeks  |
| 7. Cities & Urban Land Use  | 13-­‐‑17%  | Rubenstein Chapter 13  | 2 Weeks  |
|  | Exam (EOC) Review\*  |  | 2 Days  |

*\*In the spring, there will be special review sessions before and after school for the AP Exam. The schedule for these review sessions will be posted after the start of the semester.*

## COURSE MATERIALS

### REQUIRED MATERIALS

Bring the following with you to class EVERYDAY:

* 3-­‐‑ring binder with dividers
* Notebook paper OR a spiral-­‐‑bound notebook (consider your organization skills)
* 3 x 5 notecards (several packs over the course of the semester)
* Colored pencils
* Highlighters
* Blue or black pen
* Pencil
* Flash drive and/or an active account with a cloud storage application (ex. Google Drive)

### REQUIRED TEXT

1. Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9th Ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2008.
2. Students will also be assigned outside reading (articles, book chapters, etc…) throughout the semester. (details in the course outline)
3. Additional Texts that will be used to supplement class instruction and student reading:
	1. Bjelland, Mark D., et al. *Human Geography: Landscapes of Human Activities*. 12th Ed. New

York, NY: McGraw Hill Companies, Inc., 2013.

* 1. Polisher, Lydia M., et al. *World Regional Geography*. 3rd Ed. New York, NY: W. H.

Freeman and Company, 2006.

* 1. Cubby, Harber, and Gober, *Human Geography in Action*, 4th Edition

### CLASS FEE

The class fee is $20.00. This will cover the following materials:

1. Ancillary materials for the course
2. Project supplies (paper, scissors, glue, poster board, etc.)
3. School Technology Fee

### Field Trips

If the appropriate opportunity arises and the instructors feel it is pertinent to student learning, there may be up to 3 field trips throughout the semester. If this is the case, students will be asked to pay a transportation fee for each trip.

### ASSESSMENT

**CLASS WORK** (Between 5-­‐‑50 points per assignment)

* Will include individual work, group work, hand-­‐‑written, and technology-­‐‑integrated assignments.
* Class work is to be completed in class. It is expected that students who do not finish these assignments on time must complete them for homework and turn them in the next day, regardless of whether or not the instructor verbally reminds them.

**HOMEWORK (**Between 5-­‐‑25 points per assignment)

* **Vocabulary Flashcards:** At the beginning of each unit, students will receive a list of vocabulary terms that apply to the unit. This list comes from the AP Central website (http://apcentral.collegeboard.com). Students have the duration of the unit to create hand-­‐written flashcards of the vocabulary terms, which they will turn in on the exam day. Flashcards are to be completed as homework and are worth 25 points each unit.
* **Reading:** On a regular basis, students will be assigned either textbook chapters, excerpts of books, or articles to read for homework. There will be unannounced reading quizzes on the homework reading throughout the unit. These quizzes will typically be 5-­‐‑10 questions long, 2 points per question.
* **Video Analysis:** On a regular basis, students will be assigned videos to watch and analyze for homework. These videos will always be uploaded on Canvas and will include a short assignment, which could be free response questions, an online Canvas discussion board, an activity, or a video quiz.
* **Other Assignments:** On a regular basis, students will be assigned homework activities to complete at home. Due to the modern nature of this course, many of these assignments will require the use of the Internet. All documents, links, instructions, images, videos, etc. needed to complete the assignment will either be provided in class before the assignment is due or uploaded onto Canvas. Additionally, students who do not finish an in-­‐‑class assignment before the class period is over may be asked to finish it for homework. This could be IN ADDITION TO other homework assignments given for that night. *\*Occasionally, students will be asked to collect data or find examples of APHG concepts in our community for homework. Students will always be given several days to complete these assignments.*

**QUIZZES** (Between 5-­‐‑50 points per quiz)

* **Map quizzes:** Students will periodically be given map quizzes to reinforce knowledge of world, regional, and local maps.
* **Vocabulary quizzes:** Students will periodically be given vocabulary quizzes each unit. Vocabulary quizzes accompany the vocabulary flash cards and will usually cover important vocabulary terms that have recently been discussed in class. Not all vocabulary quizzes will be announced.
* **Reading quizzes:** Students will be given reading quizzes following reading assignments that will assess student understanding and comprehension. Not all reading quizzes will be announced.
* **Other quizzes** will cover lecture material, articles, and information discussed in class. Not all quizzes will be announced.

**TESTS (**Approximately 100-­‐‑150 points per test)

* Will cover lecture material, articles, textbook readings, and information discussed in class.
* Tests will be structured similar to the AP test. o Multiple Choice Section

 35-­‐‑50 questions; 2 points each

 5 answer options (A, B, C, D, E) o FRQ (Free Response Question)

 2-­‐‑3 questions; 6-­‐‑10 points each

 Each question will have 3-­‐‑4 parts

 FRQs will be graded based in the same manner as FRQs on the AP exam using an instructor-­‐‑created rubric

* **Test Corrections:** Following a unit test, students can earn up to ½ credit back on their test by completing test corrections on the multiple-­‐‑choice section only. Test corrections must be completed outside of class time, by appointment with the instructor. Test corrections are due by the next test date.
* **Map Test:** Knowledge of the location of continents, countries, capitals, and major physical characteristics is crucial to a student’s understanding of human geography. Therefore, students will take a map test at the beginning of the semester. This test is pass/fail. Students must retake the test until they earn a passing grade. At that point, they will earn 60 points. Students will be provided with study maps in the first few days of the semester.

**MAJOR PROJECTS** (Approximately 100 points per project)

* There will be at least 1 major project this semester. The project could be either an individual or a group project (groups will be arranged at teacher discretion). The project will provide real world application of multiple human geography concepts and will be a problem-­‐‑based project requiring students to research and gather data to determine a solution to a problem.

**ENRICHMENT** (50 points)

* To encourage students to work above and beyond general expectations, learn more about topics that interest them, and interact more deeply with the content, students will have the entire semester to earn 50 enrichment points.
* ***It is the responsibility of the student to keep up with and record his/her enrichment credit.***
* Throughout the semester, students will have opportunities to earn “enrichment credit.” These opportunities include (but are not limited to): o Reading extra/supplemental articles
	+ Finding/applying APHG concepts in the community
	+ Bringing reports of relevant current events to share with the class o
	+ Watching extra/supplemental videos
	+ Creating accurate and well-­‐‑organized study materials to share with the class o Researching an interesting topic
	+ Completing additional steps of an assignment or project
* The teacher will provide multiple enrichment opportunities within each unit. ***Students can also create their own enrichment activities with prior teacher approval.***

#### ABSENCES

If you are absent, you should:

1. Look at your AP Human Geography calendar for topics covered, reading assignments, etc.
2. Check your AP Human Geography Canvas page for any documents, links, videos, etc.
3. Complete tasks as described on Canvas.
4. Email or discuss any questions with your teacher after completing #1, #2, and #3.

#### MAKE-­‐‑UP WORK

Late work will be accepted 1 day late for a maximum of 70% credit.

If you are absent, be aware of the following policy for absent make-­‐‑up work:

1. If any work is collected the day you were absent, it is due the ***day you return.***
2. If you are absent you have the same number of days to complete the assignment as you were absent. (Ex. You are absent on Monday. Work is assigned on Monday and is due on Wednesday. You return to class on Tuesday, and you have until Thursday to complete the assignment.) ***It is your responsibility to keep up with due dates.***
3. If a test/quiz is given the day you are absent, be prepared to take it the day you return. ***It is your responsibility to schedule a time to make up the test/quiz as soon as possible.***
4. If a project is assigned days in advance and you are present when it is handed out, it does not matter how long you are absent, it is due the day you return.

#### BAD WEATHER POLICY

1. Any assignment/test/quiz that is scheduled to be due/taken on a day that Knox County is out of school for bad weather ***will be due/taken the day we return to school.***
2. It is your responsibility to check the AP Human Geography Canvas page on a day Knox County is out of school for bad weather for ***“bad weather assignments.”*** Be prepared to turn in this work or be quizzed on that material the day we return to school.
3. Because of this***, it is crucial (especially during winter months) that you bring your AP Human Geography materials home each night*** so you can keep up with assignments even if you are absent or school is cancelled due to weather.

• **PLAGIARISM**

According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.” It includes, but is not limited to the following:

 1. Copying verbatim all or part of another’s written work;

 2. Using phrases, figures, or illustrations without citing the source;

 3. Paraphrasing ideas, conclusions, or research without citing the source;

 4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

• **CONSEQUENCES OF PLAGIARISM**

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

**RELIGIOUS STUDIES WITHIN THE COURSE**

Board Policy I-431 Issued: 7/95 Revised 6/08 The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following: Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively; The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and KCS C & I Department PK-12 Syllabus/Parent Communication Guidelines Page 3 of 3 Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

### GENERAL EXPECTATIONS

**#1 -­‐‑ BE RESPECTFUL 1. Respect class time:**

1. ***Be on time to class.*** Students who are tardy must sign the tardy log. Consequences:
2. I. 1 tardy = silent lunch
	1. 3 tardies = office referral
	2. Each tardy = disruption of class; miss out on important class instructions and activities
3. Bathroom/Water fountain passes will ***only be given for emergencies***. Use class changes to take care of your personal needs.
4. Do not be disruptive in class.
	1. ***Raise your hand to speak***, and wait until you are called on.
	2. If you need to get up to throw away trash, get a tissue, or sharpen your pencil, please get up quietly. You do not need to ask permission for these activities if you do them quietly.
5. Remain in your assigned seat unless instructed to move.

1. **Respect others:**
	1. Verbal and physical bullying ***will not be tolerated*** and will result in disciplinary action.
	2. Listen carefully when others are talking (includes your instructor, peers, class visitors, intercom announcements, etc.)
		1. Pay close attention to instructions and follow them correctly the first time. Ask clarification questions if necessary.
	3. Work cooperatively in groups. Practice patience, collaboration, and positive communication. In most cases, groups will be arranged at teacher discretion.

1. **Respect yourself:**
	1. ***Give 100% effort at all times***
		1. This course will be difficult and will require a great deal of effort. ***Students who choose to give their best effort each day will see the great rewards of their hard work*** in the form of deeper appreciation and understanding of the world we live in, greater application of APHG content to other courses you are taking, and, of course, better grades.
	2. ***Give 100% of your attention to what we are doing in class.*** Do not work on assignments for other classes, play video games, watch Netflix (or anything of the sort), visit Twitter, Facebook, Pinterest, etc., Pokémon Go, text, Snapchat, Instagram or do anything else that is distracting to your learning and that of your peers.
		1. ***Due to the current nature of this class, there may be instances where your instructor ASKS you to post something on social media related to class, and is the only occasion where accessing social media in class is acceptable.***

1. **Respect property** (others’ and your own):
	1. Dispose of trash properly. Failure to do so could result in you staying after class to sweep/pick up the room. ***Recycle appropriately.***
	2. The instructor’s desk, computer, and materials are ***off limits.*** Ask permission before borrowing any materials.
	3. ***Do not take or use someone else’s property*** (laptop, charger, cellphone, reading device, textbook, notebook, paper, writing utensils, etc.) Without their permission.

#### #2 -­‐‑ BE PREPARED

#### 2. Writing Utensils

a. You should have a ***blue or black pen AND a pencil*** each day. In addition, colored pencils and highlighters will be used frequently. It is your responsibility to have these materials for use.

#### 3. 3-­‐‑ring binder with paper

a. You will need notebook paper for daily class assignments and a 3-­‐‑ring binder to keep handouts organized.

#### 4. Reading materials

a. Bring your textbook to class every day. If you are given an outside book or article to read that is not linked online, you need to bring it with you to class.

#### 5. Homework

a. Have your ***completed*** homework ready to turn in ***at the beginning of class.***

**6. No sleeping in class!** You cannot learn if you are asleep. Consequences: Warning; Stand in back of class; Detention.

***\*\*All school rules as outlined in the student handbook apply. Failure to adhere to these policies and expectations will result in notification of your parents/guardians and referral to the administration.*** *\*Unless otherwise noted, all textbook readings are from* The Cultural Landscape *textbook by Rubenstein.*

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| Calendar Coming Soon.  |
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# AP HUMAN GEOGRAPHY SYLLABUS SIGNATURE PAGE

**August 19, 2016**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

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

**Parents/Guardians, please clearly print the following:**

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mobile / home) Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mobile / home)

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| Please review the syllabus carefully, then indicate your understanding of the following:  | Parent Initials  | Student Initials  |

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| --- | --- | --- |
| I understand that the end of course exam is worth 25% of my/my student’s overall grade for this class.  I understand what is expected of me/of my child as an AP level student in AP Human Geography and will work hard to meet the expectations outlined in the Syllabus.  | **\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_**  |
| I understand that the course pacing and classroom policies are subject to change at any time based on teacher discretion, but will not be changed without notification | **\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_**  |
| I understand that due to the advanced nature of this course, some materials and topics will be mature in terms of violence, language, and sexual content and give permission for these materials and topics to be studied with an academic approach.  | **\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_**  |
| **Student:** *I certify that I have read the course syllabus in its entirety and understand the expectations, rules, procedures, and policies. I agree to adhere to the policies and expectations described within the syllabus.*  | **\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_**  |

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##  (Signature of Student) (Date)

**Parent:**

*I certify that I have read the course syllabus in its entirety and understand the expectations, rules, procedures, and policies. I will support my student in adhering to the policies and expectations described within the syllabus.*

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature of Parent) (Date)