

AP Human Geography

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Texts & Sources:

Human Geography: People, Place, & Culture, by H.J de Blij, 11th Edition.

Human Geography in Action, by Kuby, Michael, 6th edition.

The Power of Place, by Annenberg Learner, video series.

Course Overview:

We're going global... AP Human Geography is for the serious student who is intrinsically motivated and committed to building critical thinking and sound-writing skillsets. This course is a year-long exploration of distribution, processes, and effects of human populations on earth, over centuries, and in the now. Human geography essentially focuses on the "why of where." Ultimately, students learn to relate aspects of human life to physical geography.

Course Content:

Historical information enriches analysis of the impacts of phenomena such as globalization, colonialism, and human-environment on places, regions, cultural landscapes, patterns of interaction, and religion. In addition to using specific geography, geographic theories, and geographic vocabulary, students will engage the following College Board mandated topics:

- + problems of economic development and cultural change
- + consequences of population growth, changing fertility rates and international migration
- + impacts of technology on transportation, communication, language, industrialization
- + struggles of political power and control of territory
- + conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- + why location matters to agricultural land use, industrial development, & urban problems.
- + how environmental abuses and conservation have shaped human landscapes on Earth.

AP Scoring Components:

SC1 The course provides a systematic study of the nature of geography.

SC2 The course provides a systematic study of perspectives of geography.

- SC3 The course provides a systematic study of population geography.
- SC4 The course provides a systematic study of cultural patterns and processes.
- SC5 The course provides a systematic study of political organization of space.
- SC6 The course provides a systematic study of agriculture and rural land use.
- SC7 The course provides a systematic study of industrialization and economic development.
- SC8 The course provides a systematic study of cities and urban land use.
- SC9 The course teaches the use of landscape analysis to examine human organization of space.
- SC10 The course teaches spatial relationships at different scales ranging from local to the global.
- SC11 The course teaches students how to interpret maps and spatial data.
- SC12 The course teaches students how to use and interpret geographical models.

Expectations:

In this course, expect that you will read a lot, write a lot, and participate in discussions... a lot. The class success and your personal success hinges on it. Do all reading assignments and map studies in advance.

Reading- You will read text, articles, maps, charts and surveys. Complete all assigned reading assignments before class so you can intelligently contribute to discussions and complete learning activities.

Writing- In addition to feverish note-taking, KBATs, and annotations, you'll become disciplined writers in:

- 1) *Free Response*. Since it comprises 50% of the AP Human Geography exam, all unit tests include free-response questions. We will practice this in class throughout the year. I will grade them according to the AP scoring guide.
- 2) *Analytical Essays*. These five-paragraph essays, organized around a thesis statement, help develop analytical writing skills.

+ *Being diligent students in your English class will be an asset in this class.*

Interactive Notebook- Keep all class notes, reading notes, brainstorming, and KBAT's in your spiral notebook. You will be allowed to use handwritten notes from your INB on certain quizzes/tests. Note: You will fill several of these throughout the year. From time to time, I will collect these for a grade. It should be a creative work of academic art.

Projects/Quizzes/Tests. Sometimes your chapter and unit assessments will be in the form of a project. Expect, however, to have a weekly Map Quiz.

Discussion/Presentation. You will make presentations, debate topics, and participate in class discussions and Socratic Seminars. No shutting down.

Controversial topics:

Humanity is laden with heroes & dictators, victims & villains, human atrocities & liberties. The content of this class deals with real world, difficult, and controversial issues—past, present and future.

It is vital that everyone is respectful of each other's opinions, backgrounds, beliefs, and world views. There will be a lot of agreement and disagreement on topics. Listening is essential to communicating. Everyone is to be valued and respected.

Course schedule:

	Topics	Schedule	Exam %	Text	Readings	Activities and Video
1	Geography: The Basics	2 Weeks	5-10%	de Blij, Chapter 1: Introduction to Human Geography	Kuby 1: "False Maps"	US - GIS video clip GPS video clip "Determining Latitude & Longitude" Case Study: False Maps Power of Place: 1, 2
2	Population & Migration	4 weeks	13-17%	de Blij, Chapters 2 & 3	Kuby 4: "The Gravity Model" Kuby 5: "Population Growth in India"	World Patterns, Regional Trends –World in Balance: the People Paradox Power of Place: 14,18&21 Case Study: Gravity Model & Population Growth in India
3	Cultural Patterns and Processes	6 weeks	13-17%	de Blij, Chapters 4-7	Kuby 2: "Layers of Traditions" "Survival of a Folk Culture" – Amish PBS –"Do you Speak American?"	Power of Place: 4, 7, 10, 17 Hotel Rwanda Case Study: Layers of Tradition
4	Political Organization of Space	5 weeks	13-17%	de Blij, Chapter 8	Kuby 12: "Do Orange and Green Clash?" Kuby 13: "Breaking Up is Hard to do"	Power of Place: 3, 8, 19 Crisis: Darfur –NBC podcast Case Study: Breaking up is hard to do

					"Evolution of Contemporary Political Pattern"	
5	Agriculture and Rural Land Use	3 weeks	13-17%	de Blij, Chapter 11	Kuby 8: "Globalization of Agriculture"	Power of Place: 6, 12, 21, 25 Food Inc. King Corn Case Study: Globalization of Agriculture
6	Industrial and Economic Development	4 Weeks	13-17%	de Blij, Chapters 10 & 12	Kuby 7: "Rags and Riches"	Power of Place: 8, 11, 16, 22, 24 Case Study: Rags to Riches
7	Cities and Urban Land Use	4 weeks	13-17%	de Blij, Chapter 9	Kuby 9: "take me out to the Ballgame" Kuby 6: "Changing Geography of Jobs"	Power of Place: 5, 9, 13, 23 Phoenix in perspective: The Desert

Grading Scale, Attendance & Make-up Work:

Consistent attendance is vital for success in APHuG. Your semester grade consists of class assignments, discussions, projects, homework, quizzes, and tests. Per the Social Studies Dept policy grades are quantified and scaled:

Semester grade = 40% (Quarter 1) + 40% (Quarter 2) + 20% (Final Exam)

100%-90%=A 89%-80%= B 79%-70% = C 69%-60%= D Below 60% =F

Grades are rounded up only if they meet the 9.5 or higher threshold. Do NOT ask to have your grade rounded up for anything less than this. Do NOT come to me on bended knee on or near Finals week to ask for extra credit. The answer will be no and you will have created an awkward situation.

Excused absences. You will have the same amount of days as your absence to complete assignments. It is 1000% your responsibility to check the website and/or ask classmates what you missed.

Late policy. Assignments submitted 1-day late, can earn 50%. After that, it zeros out in the gradebook. If you are absent from a quiz or test, you are responsible for arranging a make-up *within one week* of the assessment. If not, it will zero out in the gradebook.

Field trips and sports. Plan around them. I know your coaches, and I know you know your game schedules. Field trips are also planned weeks in advance. Assignments are due beforehand.

Life gets difficult. Seriously. Please tell me in advance when you cannot get computer access at home, are struggling in classes, incur health problems, or become overly stressed out. We will find solutions *before* things get unmanageable. There's a difference between excuses and legitimate difficulties. I'm on your side.

The College Board Exam Format:

The APHuG Exam_May 14, 2019

The AP Human Geography Exam is 2 hours and 15 minutes and includes both multiple-choice section and free-response sections. Each accounts for half of the exam score.

Section 1: Multiple-Choice Questions

We will practice the kinds of multiple-choice questions that appear on the AP Human Geography Exam. Additional sample questions can be found at AP Central (apcentral.collegeboard.org). Multiple-choice scores are based on the number of questions answered correctly. *So answer all multiple-choice questions.* Eliminate as many choices as possible, then select the best answer among the remaining choices.

The multiple-choice section is:

+75 questions + One-hour long + 50% of the exam

On the multiple-choice section expect to:

- + Consider maps/spatial data
- + Show a strong understanding of how the world is from spatial perspective
- + Interpret patterns and processes at different scales
- + Understand different regions
- + Characterize and analyze changing interactions among different places

Section 2: Free-Response Questions

In the free-response section, students have 75 minutes to answer three constructed-response questions. The score on each response accounts for one-third of the student's total FRQ score. So students should spend approximately one-third of their time (25 minutes) on each question. The questions may require students to synthesize different topical areas and analyze/evaluate geographical concepts. Questions may also require students to supply appropriately selected and well-explained real-world examples to illustrate concepts. Questions may be based on stimulus material such as verbal descriptions, maps, graphs, photographs, and diagrams. Students are expected to use their analytical and organizational skills to formulate responses in a succinct, narrative form; bulleted lists are not acceptable as a response.

The FRQ section is:

+ 1 hour 15 minutes + 3 questions + 50% of the exam

On the FRQ section expect to:

- + Interrelate different topic areas and to analyze and evaluate geographical concepts
- + Answer questions based on stimulus material (descriptions, maps, graphs, photo & diagrams)
- + Demonstrate both analytical and organizational skills in writing

Exam prep and study sessions:

In April we will start study sessions in class and after school. There will be a practice exam on a Saturday to simulate the AP test experience. Students attending this practice exam on _____ and taking the College Board test on May 14 will receive a letter grade bump on the class final exam.

You are **strongly encouraged** to purchase, by January, any of the following test prep guides:

- + *Barron's AP Human Geography* (Barron Education Series)
- + *5 Steps to 5: AP Human Geography* (McGraw-Hill)
- + *AP Human Geography Crash Course* (Research & Education Assoc)

Scoring 3-5 on College Board and earning and A-B in class:

It is realistic for you to pass the AP Exam and earn the weighted A or B in APHuG. How? Plan to spend, on average, 30-45 minutes outside of class every day on APHuG. Attend the study sessions and practice test. Buy the exam prep books. Enjoy every class like we are on a global journey. Have fun learning. Your world view is about to expand.

Copyright, Academic Honesty & Plagiarism:

Students are expected to do their own work unless otherwise instructed and are expected to cite material where appropriate. Your homework and/or projects must be COMPLETELY original. Plagiarism is not tolerated and will result in a "0" on the assignment, parent contact, and a referral to Administration. A second offense will result in being dropped from the class with an F. Academic dishonesty can be described as, but not limited to:

- Copying another's work with or without permission.
- Giving your work to someone else to pass as her/hers own.
- Working in a group unless explicitly told to do so.
- Using "crib notes" on tests, quizzes or other assessments.
- Securing answers for tests from others who have already taken a test. This includes passing information along to a future test-takers.
- Using notes or a book when they have not been permitted.
- Passing off another's work as your own to any capacity