**AP Human Geography Basha High School**

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AP Human Geography is a yearlong course designed to meet or exceed the experience of a one-semester college human geography course. The purpose of this course is to utilize geographic processes in order to analyze spatial patterns that are evident in the world in which we live. In a broader definition, human geography is an opportunity for students to study the patterns that exist on the earth’s surface due to human interaction. Translated this means that you will learn about where things are in the world and why they are there. Topics of study are nature of geography, population, culture, political organization of space, agricultural land use, Industrialization and urban land use. This is an Advance Placement course: you will have the ability to take the AP Human Geography Exam towards the end of 4th quarter. Registration for the exam occurs early 2nd semester.

For some of you this is your first AP course and it is natural to have doubts if you are ready to take an AP course. Most students who take the course do very well on the exam. However, you will likely work harder in this course than you have in the past. Homework will be given each night, and we move at a college-level pace. That may cause some stress, especially early in the year, until you get accustomed to the expectations of this course.

**Course Materials**:

1. Human Geography: Culture, Society and Space, 11th edition, 2015 by di Blij- main text
2. Human Geography in Action, 4th edition, 2007 by Kuby et all –applied exercises and case studies
3. Albert.io is a computer program we will use extensively to prepare for the exam. The user fee through the school is $10.
4. *The Power of Place: Geography for the 21st Century* series. Video.N.p.: Annenberg/CPB Project, 1996. - video case studies.
5. *Human Geography: Making Sense of Planet Earth* series. Video.N.p.: Ambrose Video Publishing, Inc., 2012. –video case studies.
6. Additional case studies, readings from current resources, films, aerial photos and field study work will supplement the two main texts.
7. You might want to consider purchasing a study guide such as, How to Prepare for the AP Human Geography by Barron’s (or any AP Human Geography study guide for that matter)

**Organization of Course**:

Students in this course will meet Monday, Tuesday and Friday for 55min and either Wednesday or Thursday for a 90-minute block period. Students in the course will use interactive notebooks as an organizational and learning tool. Notebooks will include activities, vocabulary, key concepts, and questions for each unit and will be turned in the day of each unit exam. In addition there will be regular reading quizzes, key vocabulary work and study guide questions that should be completed. Unit exams will include 55 minute timed multiple choice exam followed by a free response essay question(s). Unit exams are given to assess the students’ comprehension and preparedness for the AP exam in May and pertain to the unit’s objectives. Discussion, debate and dialogue are essential components to each class period.

**Purpose of the Course**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Course Objectives**

On successful completion of the course, students should have developed skills that enable them 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.*
* *Additional academic development goals include:*
	+ *Improved analytical reading and writing skills.*
	+ *Improved foundation for success in future secondary and collegiate course work.*
	+ *Introduction to college level reasoning and content.*
	+ *Understand the relationship between sustained, focused academic work ethic and academic success.*
	+ *Students who score a 4 or higher on the College Board AP Exam may be eligible for college credit.*

**Course Outline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Topics | Schedule | MC % on AP Exam | Text | SupplementalReadings | Activities and Video |
| 1 | Geography: The Basics | 3 Weeks | 5-10% | de Blij, Chapter 1: Introduction to Human Geography | Kuby 1: “False Maps” | US - GIS video clipGPS video clip“Determining Latitude andLongitude”Power of Place selectionsCase Study: False MapsPower of Place Videos: 1, 2 |
| 2 | Population | 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 ParadoxPower of Place: 14, 18, 21Case Study: GravityModel & PopulationGrowth in India |
| 3 | Cultural Patterns and Processes  | 5 weeks | 13-17% | de Blij, Chapters 4-7 | Kuby 2: “Layers of Traditions” “Survival of a Folk Culture” –AmishPBS –“Do you Speak American?”  | Power of Place: 4, 7, 10, 17Hotel RwandaCase 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”“Evolution of the Contemporary Political Pattern”  | Power of Place: 3, 8, 19Crisis: Darfur –NBC podcastCase Study: Breaking up is hard to do |
| 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, 25Food Inc.King CornCase 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, 24Case 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, 23Phoenix in perspective: The Desert |

**School Materials each student should have:**

|  |  |  |
| --- | --- | --- |
| * Five subject notebook – with 200+pgs with a **plastic cover**

(I can't emphasize enough theNeed for the plastic cover. By the end of the year cardboard covers rip off.) | * Scotch Tape
* Notebook Tabs/Flags
* 400 notecards (3 x 5)
* Highlighters (3 colors)
* Pens and pencils
* Glue Sticks
 | * Computer Access
* Textbook – see above
* Colored Pencils
 |

**Homework, Participation and Discussion**

1. The length of assignments will vary daily, but students should expect **reading homework on a nightly basis**.
2. Students will be **assessed** through the use of quizzes, unit tests, short papers, essays, discussion and projects
3. **Each class will begin with a review** from the previous day’s objectives, lecture and lesson. Homework will be check daily or bi-weekly.
4. Each student will be **required to participate on a daily basis** in class discussions and Socratic Seminars. Participation is a means to validate one’s ideas, learn from others, and practice the articulation of ideas. It will be difficult to earn an ‘A’ in this class if a student refuses to participate daily.

**Grading and Evaluation**

Throughout the course there will be several opportunities for students to demonstrate their abilities and comprehension of the subject matter. Assessments activities will include chapter or unit exams, in-class activities, participation and other activities and assignments as necessary. All grades will be based on a point value total and a straight percentage scale.

|  |  |  |
| --- | --- | --- |
| 90 – 100% | = | A |
| 80 – 89% | =  | B |
| 70 – 79% | = | C |
| 60 – 69% | = | D |
| 50 – 59% | = | F |

Parents can access student grades by visiting the Basha website and clicking on “Parent Connect.” Student information is only accessible using an individualized password assigned by the school. Parents may contact office personnel or their child’s counselor for this password.

**Late/Absent Work**

1. A major assignment is due on the date explained by instructor. A major assignment is one that is assigned at least 5 days in advance. If you are absent, someone must hand it in on that day (in my mailbox, under my door or email). Because you have an excused absence does not mean assignment is not due.
	1. Extenuating circumstances do exist and it is the teacher’s discretion whether or not to provide you with an appropriate extension.
2. **No homework will be accepted late**. One of the goals of this course is to give you a semblance of a college-type atmosphere and professors don’t take late work (for the most part…).
	1. Granted, there are always extenuating circumstances and I will be open to discuss with you problems when they arise.
3. If you have an excused absence when an assignment was due, you will have a number of days equal to the number of days absent (the absence MUST be excused within 24 hours of the beginning of the class period missed) in which to turn in all absent work.
	1. Unexcused absences will result in a zero in the grade book for all assignments due that day, no exceptions.
4. Work missed due to tardies and truancies cannot be turned in or made up. All work is due on the date specified (except excused absences). Period absences will not be an excuse for turning in late work. If a student is ON campus for any portion of the school day, he or she must turn in the work that is due ON THAT DAY, regardless of whether or not the student attends class, and the reason for the period absence.
5. If you are absent the day an assignment is given, you will have the same amount of days to complete the assignment as the rest of the class did. You will hand in the assignment on your own accord or it will be a zero; I will not ask for it later.
6. If you are absent from a quiz or test, you are responsible for coming to me and setting up a make-up date within one week of the assessment. If you fail to do this, you earn a zero on the assessment. **You have one week** to make up a missed quiz or exam. It is your responsibility to come to me though…
7. If you are having trouble at home, if you are unable to complete an assignment due to technical issues, or if you are struggling to stay ahead in school for any particular reason, please come and talk to me. I will always be an open ear (those of you who’ve had me, know that), but you must express to me your concerns or you will be given zeros on work and your grades will suffer because of it. If your concerns sound valid I will do what I can to work with you and assist you in any way that I deem fair.
8. After your 10th absence you may be dropped from this class.

**Extra Credit:** There is limited extra credit in this course but will only be given credit if all other assignments are completed. If you do not turn in your assignments extra credit points will be rescinded or taken away. The most common extra credit is windshield geography and test-corrections, which will be explained in class.

**Tardies and truancies are unacceptable**. -Excessive tardies or truancies may result in loss of the class credit in accordance with school policies. Parent contact will be made via telephone following a student’s second tardy arrival to class and following every tardy arrival thereafter. After the 4th tardy an office referral will be submitted for every tardy moving forward. Students with 5 or more tardies will lose any opportunity to participate in extra credit assignments.

1. 1st time- warning, phone on teacher’s desk
2. 2nd/3rd time-phone to office
3. 4th time- referral to office

## **Absences -** Students will have a number of days equal to the number of days absent in which to turn in all absent work. All absent work must be submitted to the absent work basket on my desk. Missed quizzes and tests can be made up before and after school or during conference period as set up with the teacher beforehand.

Students may be dropped from the class for excessive absences. The State of Arizona defines excessive absences as 11 or more per semester.

**Expectations from Students:**

1. Show up to class prepared: this means do all homework, read all assignments and have proper materials needed for class.
2. Engage in class discussions: class discussions are meant to stimulate ideas, foster intellectual growth and provide confidence in all students involved.
3. Be respectful of others’ opinions: You do not have to agree, and you are allowed to state as much, but you must show respect towards your peers.
4. Do not come to class with a closed mind.
5. Do not use profanity, both in the classroom and in the hallways.
6. No food or drink in class or the buildings.
7. Take accountability for your actions.
8. Students will act like ladies and gentlemen before, during and after class.
9. Students will be leaders in and outside of this classroom- students represent this class and me to the outside community.
10. Be on time.
11. Lastly, come to class with a smile and positive demeanor. You are fortunate to live where you do; there is war, genocide, poverty, hunger, threats of extortion, and the bare minimum to survive on throughout the world, but you happened to born when and where and to whom you were. Take advantage of that, please.

**Academic Honesty:** Work should be a reflection of individual student ideas. Students should not look at another student’s work or share their work with others. Receiving or providing answers for an assignment, essay, quiz, or test is cheating and academic dishonesty—regardless of its form. Any such action will result in a referral to the office for further review and possible additional disciplinary action.

**Cheating includes:**

* Copying, faxing, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work.
* Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
* Using any form of memory aid during tests or quizzes without the express permission of the instructor.
* Giving or receiving answers during tests of quizzes.
* Taking credit for group work when you have not contributed and equal or appropriate share toward the final result.

Violation of any rule will result in the following consequences:

 First offense – Warning (this includes calling the student’s name during class)

Second and third offenses – Parent contact and 20 minute detention after school

 Fourth and fifth offenses – Referral and parent contact

 Sixth offense – Referral and student/teacher/parent/administrator conference

**Diversity Statement**: All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student’s race, gender, ethnicity, religious preference, disability or sexual orientation.

**Conference Period**: Conference period will be on Wednesday and Thursday from 9:19 - 9:44. During this time students are only allowed out of the classroom if they have a pass. The library is not available during conference. Students should use this time to study, read, or seek additional tutoring.

# **Dear Students and Parents:**

In order to maintain strong communication, I am requesting all students and parents to provide the following information and return this information by **Friday**.

Parents please provide an e-mail address. This is the quickest way to communicate with me and ensures a record of our conversation. When using e-mail, please keep in mind that e-mail is a public record.

By signing below you and your child confirm your receipt of a written copy of the policies and procedures as outlined and agree to abide by them in conjunction with Basha High School and CUSD policies.

Thank you. I look forward to a very productive and meaningful school year.

**Parent Section:**

\_\_\_\_\_ I have read my child’s syllabus and plagiarism policy and understand the basic requirements

for this class.

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

Parent(s) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Student Section:**

\_\_\_\_\_ I have read my syllabus and plagiarism policy and understand the basic requirements

for this class.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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