**AP Human Geography Syllabus – Mrs. Schuster**

**Course Overview**

AP HuG is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. The foundation of the course is based on 3 Big Ideas (Patterns and Spatial Organization; Impacts and Interactions; and Spatial Process and Societal Change). The Units of study include:

* Thinking Geographically
* Population and Migration Patterns and Processes
* Cultural Patterns and Processes
* Political Patterns and Processes
* Agriculture and Rural Land Use Patterns and Processes
* Cities and Urban Land Use Patterns and Processes
* Industrial and Economic Development Patterns and Processes

The course teaches the skills of:

* **Concepts and Processes**: students will analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts. (MCQ – 25-36%; FRQ – 23-29%)
* **Spatial Relationships**: students will analyze geographic patterns, relationships, and outcomes in applied contexts. (MCQ – 16-25%; FRQ – 33-43%)
* **Data Analysis**: students will analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images and infographics. (MCQ – 13-20%; FRQ – 10-19%)
* **Source Analysis**: students will analyze and interpret qualitative geographic information represented in maps, images (satellite, photographs, cartoons) and landscapes. (MCQ – 13-20%; FRQ – 10-19%)
* **Scale Analysis**: students will analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships. (MCQ – 13-20%; FRQ – 10-14%)

**Course Objectives:** By the end of the course, students should be more geoliterate, more engaged  
in contemporary global issues, and more multicultural in their viewpoints. They should have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

**Materials/Resources/Sites (Note: AP test questions are not limited to these resources):**

* Issued Text: Rubenstein, James. *The Cultural Landscape: An Introduction to Human Geography* 12th ed. Prentice Hall, 2017. Online version found at MasteringGeography.com (students will sign up and have access after the first 10 days – in class text will be used until then)
* Classroom Text: Fouberg, Erin; Alexander Murphy and H.J. de Blij. *Human Geography: People, Place and Culture*, 9th ed. Wiley & Sons, Inc., 2009.
* An atlas – *Goode’s World Atlas* is recommended. <http://www.worldatlas.com> is also a good place to go.
* 2 large 1 subject spiral notebooks (college rule 70-75 pages; FiveStar works best) for an interactive notebook (Binder with dividers may be used if finances are an issue)
* Glue stick or tape
* Pens – blue or black ink
* Highlighters
* Colored pencils for map work
* Access to the **internet** for viewing the Power of Place: Geography for the 21st Century videos ([www.learner.or/resources/series 180.html](http://www.learner.or/resources/series%20180.html)) and a **printer** for maps
* AP College Board – for access to FRQs and other needed information: <http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html>
* Map practice: <http://ilike2learn.com/>
* US Census Bureau: <http://www.census.gov/>
* Population Reference Bureau: <http://www.prb.org/>
* CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>
* Mitchell, Jennifer D. “Before the Next Doubling” <http://www.thefreelibrary.com/Before+the+next+doubling.-a020562466>
* www.hdr.undp.org
* [www.census.gov/ipc/www/idbnew.html](http://www.census.gov/ipc/www/idbnew.html)
* [www.nass.usda.gov/census\_of\_agriculture/index.asp](http://www.nass.usda.gov/census_of_agriculture/index.asp)
* <http://2010.census.gov/2010census/popmap/>
* Video Website - The Power of Place: Geography for the 21st Century: <http://www.learner.org/series/powerofplace/>
* DVD/Videos (partial list): *I Am Because We Are, A World in the Balance, King Corn, Food, Inc., American Tongues, The Big Chill: the Little Ice Age, Botany of Desire*

**Expectations:**

* APHuG will be taught as a **college level course**. Diligence and quality work are expected.
* Students are responsible for all material presented in class, whether present or not. It is up to the student to get or make up any work missed. PCSB guidelines will be followed.
* Students must come to class prepared to discuss topics being covered. They will be assigned daily readings and these must be completed before coming to class. Due to limitations on class time, we will not always get to cover details outlined in the reading, but ***students are responsible for this material.***
* Students are required to ask questions if there are any topics on which they are unsure.
* Students may expect a quiz or question on these readings at the beginning of class each day. This will constitute a Homework grade.
* Respect is expected of all students at all times in this class.

**Cheating and plagiarism** is absolutely unacceptable. If a student is caught cheating in ANY way, parents will be notified and the student will receive a zero.

**Grading Policy:**

* Assessments: Tests and quizzes are worth 40% of the grade. Quizzes will be given weekly as we move through the units on maps and vocabulary. Tests will be given at the end of every unit of study and may be cumulative throughout the year.
* Class work is worth 30 % of the grade. Some assignments will be given for students to work together and collaborate. FRQ journals will be done once every week to prepare students for the FRQ portion of the exam (50% of the exam grade). The more practice they have, the more at ease they will be in May. Mondays will be utilized to engage in GIS activities in the Computer Lab. If students are absent, they can do these from home.
* Homework is 15 % of the grade. These will be assignments to bring locality to the class and make students aware of their surroundings. Students should be watching the news and reading the newspaper. Nightly outlines of the reading is required as we move through the course.
* Participation is 15% of the grade. Attendance and oral participation is taken into account for this grade. A student cannot be successful if they are not present and active in the course.

Parents have 48 hours to excuse an absence via phone call or a note to the attendance office – 725-7956. Make-up work is due after the same number of days missed. After that point, it is late. Late work is not accepted without a written explanation and approval from the instructor.

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**AP HuG Course Outline**

This is subject to change do to unforeseen circumstances like hurricanes or new state policies and testing. A detailed description of the units can be found on the AP College Board site: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-human-geography-course-description.pdf>

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| **Units of Study** | **Time**  **% of Exam** | **Readings and Activities** |
| **Thinking Geographically** | **3 weeks**  **8-10%** | **Rubenstein Ch. 1, p. A-1 –A-7**  **Ch. 10 (1)** |
| AP Human Geography emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes. |  | Hurricane Tracking  Map Making  Zombie Based Geography Unit: Outbreak |
| **Population and Migration Patterns and Processes** | **4 weeks**  **12-17%** | **Rubenstein Ch. 2-3**  **Ch. 10 (2)** |
| Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics. Students can then evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth. |  | DVD: *The World in a Balance: Population Paradox*  Population Pyramids Project  The Plague  Speed Dating |
| **Cultural Patterns and Processes** | **4 weeks**  **12-17%** | **Rubenstein Ch. 4-6** |
| Understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students begin with the concepts of culture and cultural traits and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past. Another important emphasis of the course is the way culture shapes relationships between humans and the environment. |  | DVD – *A Hot Dog Program, American Tongues* |
| **Political Patterns and Processes** | **4 weeks**  **12-17%** | **Rubenstein Ch. 7-8** |
| Students learn about the nature and significance of the political organization of territory at different scales. Students are introduced to the different forces that shaped the evolution of the contemporary world map.. Additionally, students analyze forces that are changing the roles of individual countries in the modern world. This part of the course also focuses on subnational and supranational political units. At the scale below the state level, students learn about the ways in which electoral districts, municipalities, indigenous areas, provinces, and autonomous lands affect political, social, and economic processes. |  | Build your Country |
| **Review for Midterm**  75 Multiple Choice – 60 minutes  3 FRQs – 75 minutes | **1 week** | Exams: December  Practice Exam – MUST TAKE |
| **Agriculture and Rural Land Use Patterns and Processes** | **4 weeks**  **12-17%** | **Rubenstein Ch. 9-10 (3);** |
| Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. This diffusion process helps explain why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology. This part of the course also examines the major agricultural production regions of the world. In addition, this unit addresses the roles of women in agriculture production, particularly in subsistence farming and market economies in the developing world. |  | DVD: *Food, Inc; King Corn; Modern Marvels – Harvest Tech; China’s Agriculture*  From Seed to Feed – Board Game Project  Grocery Store Activity  ZBG: Survival |
| **Cities and Urban Land Use Patterns and Processes** | **4 weeks**  **12-17%** | **Rubenstein Ch. 12-13** |
| The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. The second subfield of urban geography focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work.  Topics such as economic systems, housing finance, culture, architectural history, government policies, and innovations in transportation can be useful in the analysis of spatial patterns of urban landscapes. Students also examine current trends in urban development, such as the emergence of edge cities, new urbanism, transit-oriented development, smart growth, and the gentrification of neighborhoods. |  | Urban Project  Walking Tour of your Town - Project |
| **Industrial and Economic Development Patterns and Processes** | **3 weeks**  **12-17%** | **Rubenstein Ch. 10 (4), 11** |
| Students learn about the geographic elements of industrialization and economic development. The analysis of contemporary patterns of industrialization and their impact on development is another important focus. Students also examine the ways in which countries, regions, and communities must confront new patterns of economic inequality that are linked to geographies of interdependence in the world economy. |  | Industrial Location  ZBG: Resettlement |
| **Review** | **3 Weeks** |  |
| **AP Exam (2 hours 15 minutes)**  Scores combined; weighted raw scores summed to give a composite score  **Section I: Multiple Choice Questions**  60 questions – 60 minutes  30-40% will reference stimulus material  **Section II: Free-Response Questions**  3 questions (7 points each) – 75 minutes  1 – No stimulus  2 – 1 stimulus  3 – 2 stimuli  *Task Verbs to know: Compare, Define, Describe, Explain, Identify* | 5/5/19 | TBA 12:00 noon  5 = Extremely well qualified  4= Well qualified  3= Qualified  2= Possibly qualified  1= No recommendation |