AP Human Geography Syllabus

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Plan Periods: A5 and B6 Periods
Classroom Room 160

Course Overview

The course is structured according to the course outline found in the most recent AP® Human Geography Course Description published by the College Board. There are seven units of study. At the beginning of each unit, students receive a unit calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information about the unit. The purpose of the course is to utilize geographical processes to systematically study and understand special patterns that are evident in the world in which we live.

Textbook


Students may have assigned readings that are outside the textbook.

Course Planner

<table>
<thead>
<tr>
<th>Topic</th>
<th>Multiple-Choice Coverage on the AP Exam</th>
<th>Main Readings</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>I. Geography: Its Nature and Perspectives</td>
<td>5-10%</td>
<td>Rubenstein, Ch. 1</td>
<td>3.5 weeks</td>
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<tr>
<td>II. Population and Migration</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 2-3, Ch 9 (Key issue 1)</td>
<td>4.5 weeks</td>
</tr>
<tr>
<td>III. Cultural Patterns and Processes</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 4-7</td>
<td>5 weeks</td>
</tr>
<tr>
<td>IV. Political Organization of Space</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 8</td>
<td>5 weeks</td>
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<td>Winter Break</td>
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<tr>
<td>V. Agricultural and Rural Land Use</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 10, Chapter 11 (Key issue 1-2), Chapter 12 (Key issue 1)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>VI. Industrialization and Economic Development</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 9 (Key issues 2-4), 11 (Key issues 3-4)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>VII. Cities and Urban Land Use</td>
<td>13-17%</td>
<td>Rubenstein, Ch. 12 (Key issue 2-4) and Ch.13</td>
<td>5 weeks</td>
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Teaching Strategies

My course features a mixture of lecture, instructional video, and student activities.

Since free-response questions comprise 50 percent of the AP Human Geography Exam, all unit tests include free-response questions. Students also practice writing free-responses from time to time throughout the year. These responses are graded using a scoring guideline in the same manner as the exam is scored. I use a second type of writing assignment, data collection and analysis, periodically during the year. These will be assigned at the beginning of each unit and can be re-done if the student turns in on the initial due date.

Student Evaluations

Daily Assignments -- For each unit, students will be expected to work outside of class. The length of each assignment varies on a day-to-day basis, but students can expect to have some form of homework, most often reading, every evening.

Formative Assessment: Quizzes, homework, class projects, and article reviews/current event analysis

Summative Assessment: Tests and Policy Paper

Grading Scale:

Absences: Daily attendance is important for your success in this AP course! You are responsible to make-up all assignments if you are absent. Information on assignments is posted in the classroom. It is your responsibility to turn in a major assignment or complete a test or quiz before you are absent for a school-related event or other excused absence. Finally, it is your responsibility to reschedule make-up tests or quizzes.

Experiences such as class discussions, interactions with peers, group work, etc., are impossible to replicate/make up, so it is imperative that you are in class.

<table>
<thead>
<tr>
<th>OPS Grading Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>3.26-4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51-3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76-2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01-1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00-1.00</td>
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</tbody>
</table>

Your score is a weighted ½ from multiple-choice section and ½ from the free-response section

5 = extremely well qualified
4 = well qualified
3 = qualified
2 = possibly qualified
1 = no recommendation

Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college decides which scores it will acceptable.
I. Geography: Its Nature and Perspectives
   • Students will be able to…
     o Describe how geographers explain the world.
     o Evaluate why is each point on earth unique and similar.
     o Interpret the relationship between humans and the environment.
     o Interpret maps from multiple scales and spatial data.
     o Analyze landscapes to examine human organizations of space.
   • Activities
     o Read Cultural Landscape Chapter 1
     o Current Events Analysis
     o Map Portfolio
     o Group Activities
     o Individual Assignments

II. Population and Migration
   • Students will be able to…
     o Determine how cultural patterns, political organizations, food production, natural resources, residential mobility etc. influence how populations are organized/distributed.
     o Interpret population composition.
     o Analyze why populations grow or decline.
     o Formulate why people migrate/move of both the global and local scale.
     o Analyze the demographic transition model
   • Activities
     o Read Cultural Landscape Chapter 2-3
     o Current Events Analysis
     o Push/Pull and Tourism Project
     o Group Activities
     o Individual Assignments

III. Cultural Patterns and Processes
   • Students will be able to…
     o Describe the components of culture and justify how is it effected by the environment.
     o Justify how has globalization effected culture.
     o Explore the different components of culture.
     o Analyze culture in a local and global setting.
   • Activities
     o Read Cultural Landscape Chapter 4-7
     o Current Events Analysis
     o World Religion Poster
IV. Political Organization of Space
• Students will be able to…
  o Explain and justify the evolution of the current political map.
  o Compare and contrast forms of government.
  o Discuss the political organization of space locally and globally.
  o Theorize how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.

• Activities
  o Read Cultural Landscape Chapter 8
  o Current Events Analysis
  o Global Conflict Policy Paper
  o Group Activities
  o Individual Assignments

IV. Agricultural and Rural Land Use
• Students will be able to…
  o Analyze the consequences of the Green Revolution on food supply and the environment.
  o Analyze how humans organize space.
  o Discuss the economic forces that influence agricultural practices locally and globally.
  o Evaluate the environmental consequences of agricultural practices locally and globally.
  o Interpret von Thunen’s model of agricultural land use.

• Activities
  o Read Cultural Landscape Chapter 10
  o Current Events Analysis
  o GMO Debate
  o Group Activities
  o Individual Assignments

VI. Industrialization and Economic Development
• Students will be able to…
  o Identify the different economic sectors.
  o Explain the social and economic measures of development.
  o Use Rostow’s model and an example of measuring development.
  o Evaluate the role of women in economic development and gender equity in the workforce.
  o Analyze sustainability issues related to industrialization and development.
  o Use Weber’s model to explain industrial location.

• Activities
  o Read Cultural Landscape Chapter 9, 11-12
VII. Cities and Urban Land Use

- Students will be able to...
  - Discuss the factors that initiate and drive urbanization and suburbanization.
  - Discuss Christaller’s Central Place Theory
  - Evaluate the infrastructure of cities.
  - Explain the planning and design issues and political organizations of urban areas on the local and global scale.
  - Propose solutions to encourage urban sustainability.
  - Apply models to explain hierarchy and interaction patterns of urban settlements.
  - Explain the models of internal city structure and urban development.

- Activities
  - Read Cultural Landscape Chapter 13
  - Current Events Analysis
  - New Urban Development Proposal
  - Group Activities
  - Individual Assignments