

AP HUMAN GEOGRAPHY SYLLABUS (2016-2017)

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Room: 1-202

INTRODUCTION TO AP HUMAN GEOGRAPHY (take from the AP Human Geography course description)

AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. 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. Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- struggles over 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
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

Course Goals and Outcomes

- Interpret maps and analyze geospatial data
- Understand the associations and networks among phenomena in particular places and explain their implications
- Recognize and interpret the relationships among patterns and processes at different scales of analysis
- Define regions and evaluate the regionalization process
- Discuss controversial issues with maturity and openness
- Think critically by synthesizing a variety of perspectives and information from various sources
- Analyze various forms of geospatial data
- Present field work and/or research using both visual and oral formats
- Work collaboratively with fellow students to analyze real-world issues
- analyze various forms of spatial data, engage in map interpretation and analysis,
- solve problems using mathematical computation formulas, and possibly enhance their computer literacy using various programs such as database spreadsheets and geographic information system (GIS) mapping programs
- experience and expertise in conducting field studies, engaging in original research

AP HUMAN GEOGRAPHY TEST GUIDELINES

The AP Examination in Human Geography consists of Part I) 60-minute multiple-choice section (75 questions) Part 2) 75-minute free-response section (3 FRQs). Both Part I and Part II of the examination will account for 50% of the student's final score. The AP test is scored based on a 0-5 scale. Students who score a 5 on the AP test will receive college credit in Geography in almost every institution in the U.S. Scores of 4 will be counted in 96% of U.S. schools while scores of 3 are accepted in 75% of American schools. Scores below a 3 will not earn the student college credit, **however the student's high school credit is unaffected by the AP test score.**

TEXTBOOK:

Rubenstein, James M. *Cultural Landscape: An Introduction to Human Geography*. Upper Saddle River, NJ: Prentice Hall

CLASS MATERIALS

- I. Three ring binder with plenty of paper/AVID Cornell notes template.
- II. **Personal review book:** 5 Steps to a 5, Kaplan, Princeton, Ethel Woods
- III. 3x5 index cards (pack of 400-500 for the year)

CLASSROOM POLICIES

1. Be respectful to everyone's learning environment

Students are to speak when prompted by the teacher for responses/discussions/activities (no other conversation is tolerated). This will help to ensure no one in the classroom is distracted from learning. In addition, if you wish to speak, such as answer a question, you must raise your hand and wait to be called upon. Every moment of any AP class is vital considering the level of content.

2. Punctuality is key to success.

1) We will follow the tardy rules as outlined in the student handbook. The first few minutes often includes review of previously learned material. As any college class works, you come on in, sit, and get to work. 2) Work needs to be turned in on time and you will have much greater success doing just that. This class is fast paced and getting behind can be very difficult.

3. This is a college class.

It is expected that you have the decorum of a scholar, but most importantly the curiosity of one. Please ask questions and participate!!! This is imperative to your success in this class.

4. Be prepared for class

This ensures that learning can occur the moment you walk in the door. Being prepared also involves having materials, being ready to learn, listen, participate, and follow the classroom rules and expectations. All homework assignments are to be handed in on time at the beginning of class.

5. All classroom rules will be enforced fairly and consistently.

All classrooms rules and expectations that we discuss will be enforced. This means, abiding by the rules results in a positive experience. Failure to abide by the rules and expectations results in negative consequences as outlined in the below "classroom management."

GRADING POLICY

*All grades can be viewed on the PCS Portal and will be recorded on your "Assignment Tracker."

Test= 100 points

Quizzes (Map, Vocab, Section): 20 points

Cornell Notes: 20 points (completion grade based on obvious repetitions and diligence in note taking)

Unit Set of Vocab 3x5 cards: 50 points (# of cards vary by unit)

Free Response Questions (FRQs)/Activities/Projects: 10-50 points

LATE WORK

This is the equivalent of a college course! All assignments are expected to arrive on the date assigned. If you are unsure of a due date it is your responsibility to find out.

- Test and quizzes must be made up within five school days and it is your responsibility to establish a date and time for completion.
- Cornell Notes, if obvious repetitions, will receive a 15/20 C handed in the next class period and will not be accepted after that time. Grades with no obvious repetitions will receive a grade of 0.
- All other assignments and projects must be handed in the following day for a letter grade deduction **no more than twice** per quarter.

COURSE PLANNER

TOPIC	MULTIPLE-CHOICE COVERAGE ON THE AP EXAM	READINGS	TIME
I. Geography: Its Native and perspective	5-10%	Rubenstein: Chapter 1	Three Weeks
II. Development (Economic Geography and Development are same Unit in College Board)	7-9 %	Rubenstein: Chapter 9	Three Weeks
II. Population and Migration	13-17%	Rubenstein: Chapters 2-3	Five Weeks
III. Cultural Patterns and Processes	13-17%	Rubenstein: Chapters 4-7	Five Weeks
IV. Political Organization of Space	13-17%	Rubenstein: Chapters 8	Five Weeks
Midterm Exams			December 15 th -18 th
V. Agriculture, Food Production, and Rural Land Use	13-17%	Rubenstein: Chapters 10	Six Weeks
VI. Industrialization	7-9%	Rubenstein: Chapter 11-12	Four Weeks
VII. Cities and Urban Land Use	13-17%	Rubenstein: Chapters 12-13, part of chapter 7	Two Weeks
AP TEST REVIEW			Two- Three Weeks

**Activities/Projects are subject to change*

THE NATURE OF GEOGRAPHY

Objectives

- I. Define geography, human geography: explain the meaning of the special of the spatial perspective
- II. Briefly explain the emergence of geography as a field study
- III. Identify spatial organization
 - A. Location
 1. People
 2. Places
 3. Events
- IV. Recognize the connections among places and landscapes in the understanding of human life on Earth.
- V. Explain geographic concepts
 - A. Location
 - B. Space
 - C. Place
 - D. Scale
 - E. Pattern
 - F. Regionalization

- VI. Identify different types of scale and projections in mapmaking.
 - A. Advantages
 - B. Disadvantages
- VII. Distinguish between different types of maps and mapped information.
 - A. Strengths
 - B. Weaknesses

Activities

- I. Apply five themes of geography to an unfamiliar location-research
- II. Diffusion of AIDS case study- Kuby Ch.3
- III. Power of Place #1-One Earth, Many Scales
- IV. Mapping clusters of Pinellas County pedestrian accidents. Use spatial analysis to determine cause the cluster.
- V. "True Maps, False Impressions: Making, Manipulating and Interpreting Maps"-Kuby Ch. 1
- VI. Practice Free Response Questions

POPULATION

Objectives

- I. Map the world's population and identify where the population is distributed
- II. Identify where the world's population has increased and explain the reasons for the rise in population.
- III. Consider the reasons why populations are increasing at different rates in different countries
- IV. Calculate population density throughout the world
 - A. Arithmetic
 - B. Agricultural
 - C. Psychological
- V. Explain the demographic transition model.
- VI. Explain the factors that may cause the world to face an overpopulation problem and identify the regions that will propel this event.
- VII. Population Movement
 - A. Define migration and explain the reasons that cause people to migrate.
 - B. Describe the distribution of migration throughout the world.
 - C. Identify the obstacles faced by migrations.
- VIII. Consider how natural hazards affect the population distribution.

Activities

- I. Diagramming the Demographic Transition Model
- II. "Before the Next Doubling"- Ch.5 Kuby
- III. Power of Place #21 "Population Geography"
- IV. Population Transition in Italy
- V. "Newton's First Law of Migration: The Gravity Model"-Kuby Ch. 4
- VI. *Mapping Our World*: Module Four
- VII. Practice Free Response Questions

CULTURAL PATTERNS AND PROCESSES

Objectives

- I. Concepts of Culture
 - A. Traits
 - B. Diffusion
 - C. Acculturation
 - D. Cultural Regions

II. Cultural Differences

- A. Language
- B. Religion
- C. Ethnicity
- D. Gender
- E. Popular and Folk Culture

III. Environmental impact of cultural attitudes & practices

IV. Cultural landscapes and cultural identity

- A. Values and preferences
- B. Symbolic landscapes and sense of place

Activities

- I. Street Food Around the World
- II. Layers of Tradition: Culture Regions at Different Scales- Kuby Ch.2
- III. Architecture project/presentation
- IV. Power of Place #25: Ethnic Fragmentation in Canada
- V. Practice Free Response Questions

POLITICAL ORGANIZATION OF SPACE

Objectives

- I. Territorial dimensions of politics
 - A. The concept of territoriality
 - B. The nature and meaning of boundaries
 - C. Influences of boundaries on identity, interaction, & exchange
 - D. Federal and unitary states
 - E. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
- II. Evolution of the contemporary political pattern
 - A. The nation-state concept
 - B. Colonialism and imperialism
 - C. Democratization
- III. Changes in political-territorial arrangements
 - A. Changing nature of sovereignty
 - B. Fragmentation, unification, and alliance
 - C. Supranationalism and devolution
 - D. Electoral geography, including gerrymandering

Activities

- I. Power of Place #25: Boundaries and Borderlands
- II. The Rise of Nationalism and the Fall of Yugoslavia: Nations, States, and Nation-States- Kuby Ch 13
- III. Power of Place #3: Supranationalism and Devolution
- IV. Political issues project
- V. Do Orange and Green Clash? Residential Segregation in Northern Ireland- Kuby Ch.12
- VI. Practice Free Response Questions

AGRICULTURAL AND RURAL LAND USE

Objectives

- I. Development and diffusion of agriculture
 - A. Neolithic Agricultural Revolution
 - B. Second Agricultural Revolution

- II. Major Agricultural production regions
 - A. Agricultural systems associated with major bio-climatic zones
 - B. Variations within major zones and effects of markets
 - C. Linkages and flows among regions of food production and consumption
- III. Rural Land Use and Settlement patterns
 - A. Models of agricultural land use, including von Thunen's model
 - B. Settlement patterns associated with major agricultural types
 - C. Land use/land cover change (desertification, deforestation)
- IV. Modern Commercial Agriculture
 - A. Third Agricultural Revolution
 - B. Green Revolution
 - C. Biotechnology
 - D. Spatial organization and diffusion of industrial agriculture
 - E. Future food supplies and environmental impacts of agriculture

Activities

- I. VonThunen Model Case Study
- II. Power of Place #16: Rural and Urban Contrasts
- III. "Food for Thought: The Globalization of Agriculture"-Ch. 8 Kuby
- IV. Practice Free Response Questions

INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT

Objectives

- I. Key concepts in industrialization and development
- II. Growth and diffusion of industrialization
 - A. The changing roles of energy and technology
 - B. Industrial Revolution
 - C. Evolution of economic cores and peripheries
 - D. Geographic critiques of models of economic localization, industrial location, economic development, and world systems
- III. Contemporary patterns and impacts of industrialization and development
 - A. Spatial organization of the world economy
 - B. Variations in levels of development
 - C. Deindustrialization and economic restructuring
 - D. Pollution, health, and quality of life
 - E. Industrialization, environmental change, and sustainability
 - F. Local development initiatives: government policies

Activities

- I. "Rags and Riches: The Dimension of Development"- Ch. 8 Kuby
- II. Power of Place #18: Oil and Water
- III. "Help Wanted: The Changing Geography of Jobs"-Ch. 6 Kuby
- IV. Power of Place #15: Global Interaction
- V. Practice Free Response Questions

CITIES AND URBAN LAND USE

Objectives

- I. Origin and evolution of cities
 - A. Historical patterns of urbanization
 - B. Rural-urban migration and urban growth
 - C. Global cities and megacities
 - D. Models of urban systems

- II. Functional Character of contemporary cities
 - A. Changing employment mix
 - B. Changing demographics and social structure
- III. Built environment and social space
 - A. Models of internal city structure in North America and around the world
 - B. Transportation and infrastructure
 - C. Political organization of urban areas
 - D. Urban planning and design
 - E. Patterns of race, ethnicity, gender, and socioeconomic status
 - F. Uneven development, and gentrification
 - G. Impacts of suburbanization and edge

Activities

- I. "Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy" - Ch. 9 Kuby
- II. Power of Place #24: Cityscapes, Suburban Sprawl
- III. Power of Place #11: A Challenge for Two Old Cities
- IV. Practice Free Response Questions

-----PLEASE REMOVE BELOW SECTION AND RETURN TO MR. ALFORD-----

By signing the below line _____ understand and agree with the

PRINT NAME

conditions of participating in Mr. Alford's AP Human Geography class.

Student Signature: _____

Family Signature: _____

E-mail Address or preferred contact information: _____