



SYLLABUS
AP Human Geography

Teacher: Ms. Melanie Garlington **Phone Number:** 404-802-3100
Room Number: 244 **Email:** Melanie.garlingto@atlanta.k12.ga.us
Semester: Fall 2018 **Tutorial Days:** Wednesdays
Textbook: Human Geography:
People, Places and Culture (Wiley) **Tutorial Hours:** 3:35 – 5:00
Tutorial Location: Room 244

COURSE DESCRIPTION

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include:

Unit I Human Geography (its nature and perspectives)-Chapter 1

Unit II Population Issues Chapters 2, 3

Unit III Cultural Patterns and Processes-Chapters 4, 5, 6, 7

Unit IV Political Organization of Space-Chapter 8

Unit V Agricultural and Rural Land Use-Chapter 10 **Unit VI** Industrialization and Economic Development-Chapters 9, 11

Unit VII Cities and Urban Land Use-Chapters 12, 13

COURSE GOAL This course has been designed to prepare students to successfully take the AP Human Geography Examination for college credit.

COURSE OBJECTIVE The units of study will emphasize geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally in California. To introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface, the use of spatial concepts and landscape analysis will be used to examine human organization of space. Students will learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing by using and interpreting maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, may also be used. Spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas will be investigated so that students will learn spatial relationships at different scales. Students will develop a geographic perspective with which to view the landscape and understand current events.

Evaluation and Grading

Course Components	Weights
Classwork and Participation	30%
Formative Assessments	10%

Projects	15%
Summative Assessments	20%
Final	20%
Homework	5%
	100%

Grading Scale	
100 – 90	A
89 – 80	B
79 – 70	C
69 – 0	F
Not Evaluated	NE

Campus Portal for Parents: Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Required Materials:

2 inch binder

Paper

Pen or Pencil (bring your own sharpener)

Highlighter

Expectations/Rules

1. Be on time.
2. Have your materials.
3. Keep your head up and stay awake.
4. Make up work from absences within three days.
5. Turn off all electronics.
6. Enter the classroom quietly and start on your bell ringer assignment immediately.
7. Have no food or drink in the room (except water)
8. Follow directions

LATE ASSIGNMENTS: It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher.

MAKE-UP AND MISSING ASSIGNMENTS: Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

School-wide Expectations:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve

and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

DEFICIENCY REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Deficiency reports with plans for remediation will be written for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Teachers will:

- Contact parents and guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, SST/RTI Chair, and the academy leader of serious problems that are affecting classroom performance.

ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. All faculty members will be given a master list of students participating in extracurricular activities and athletics under the auspices of the GHSA.

Student Name

Parent/Guardian Name

Student Signature and Date

Parent/Guardian Signature and Date