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Advanced Placement Human Geography

Course Overview

Advanced Placement Human Geography is designed for students with the ability to take on college-level coursework. The course seeks to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface.

Focus is not only placed on the attainment of knowledge, but on interpretation and analysis of the knowledge gained. Students who pass the AP examination in May are eligible for college credit for the course. Those who do not pass the examination have still demonstrated a strong work ethic and desire to challenge themselves. This does not go unnoticed by colleges.

Goals

When the course is finished, students should be able to:

- Use and think about maps and special 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.

Major Units of Study (and their percentage on the AP Exam)

Geography: Its Nature and Perspectives	5-10%
Population	13-17%
Cultural Patterns and Processes	13-17%
Political Organization of Space	13-17%
Agricultural and Rural Land Use	13-17%
Industrialization and Economic Development	13-17%
Cities and Urban Land Use	13-17%

Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography, 10 Ed. Upper Saddle River, NJ: Prentice Hall, 2011.

Course Requirements

All assignments are to be completed on time, individually, and written in ink or typed (exception: you may not type outlines). Proper spelling, punctuation, and grammar are expected on all assignments (exception: you may use reasonable abbreviations in outlines).

OUTLINES

10 points per chapter

Complete a hand-written outline of each Chapter of the book as it is covered. We will use the Cornell method of note taking. These outlines should be on-going assignments, as the chapters are too large to read and outline in one night. Due dates will be posted as a reminder; outlines may be handed in early.

PARTICIPATION

5 points per chapter

All assigned readings must be completed prior to the start of class on the designated day. Chapter guides will have listed some of the questions we will discuss in class and others will be posted on the board. Each student is required to participate in these discussions for his/her five points. If absent on the discussion date, all questions from the Chapter Guide must be answered in writing and turned in on the day the student returns to class to receive the points.

NOTEBOOK

5 points per chapter

A notebook kept in a three-ring binder. The format of your notebook will be covered during the first week of classes.

FREE-RESPONSE QUESTIONS (FRQ)

20 points each

Free-response questions (similar to essays) will be assigned throughout the year on topics that are being discussed in class. Initially, they may be assigned as homework without time constraints. However, to prepare for the time restrictions on the AP exam, eventually FRQ's will be assigned in class, with the designated time from the AP exam to prepare and write.

QUIZZES

10 points each

Quizzes will be given periodically, without notice, to ensure that everyone is keeping up with readings and lectures/notes. They will be multiple-choice and cover the basic concepts that have been covered, through readings/lecture/assignments.

TESTS

45 points each

At the end of each of the seven units there will be a cumulative test covering any information that has been taught (not just the current unit). These tests will be similar in format to the AP exam; there will be multiple-choice questions (25) and a free-response question. The time allotted for each exam will be the equivalent of the time allotted on the AP exam (45 minutes).

UNIT PROJECTS

40 points each

During, or at the conclusion of, some units there will be a project assigned. More instructions will be given, along with a rubric, when the project is assigned.

MID-TERM & FINAL EXAMS

90 points each

On our designated date in December, and prior to the AP review in the spring, there will be an exam. The exam will be the same format as the tests, only doubled: 50 multiple-choice questions and 2 FRQ's in 90 minutes. This exam is also calculated as 15 percent of your semester grade (per Pasco School Board policy).

OTHER

points vary

There will be other assignments, individual and group, assigned at the teacher's discretion.

Cheating

Put simply: DON'T DO IT. All assignments are individual assignments to be completed on your own unless specifically directed to work in pairs/groups. All students involved will receive a zero on any assignment where collaboration is evident.

Make-Up Policy

It is the student's responsibility to make-up all work that was missed due to an absence. For each day absent, two days are allotted to complete the work missed in class. Assignments with a due date previously known to the students ARE NOT included in this policy and are due immediately upon return to class. Tests and quizzes must be made up within one week.

Unexcused absences will result in a zero for all work that was due during the absence.

For School Related Absences (SRAs), the student MUST ask for the assignment BEFORE the date of the SRA and turn it in on the day he/she returns from the SRA. In addition, any assignment due on the date(s) of the SRA is also due BEFORE the SRA.

Late Work

In general, late work is not accepted. Each student will receive ONE pass each quarter. This pass may be paper-clipped (NOT stapled) to any assignment (not test) that is turned in within TWO class periods of its original due date. The assignment will be graded as if it were on time, with no reduction in points. (Suggestion: don't rely on this pass. Save it for something you actually "forget" to do instead of wasting it on something you "don't want" to do). These passes are NOT TRANSFERABLE; each student has this option ONCE per quarter!

Academic Assistance

As stated in my letter home to you, there will be study groups before and after school for the AP Test. This will not be optional and a schedule will be determined once the school year begins. In addition to this study group it is encouraged that you create your own study group with friends. This is something you will have to eventually do as you enter college. You need a support group to get you through the material.

Also, if you need assistance I will provide the extra help when scheduled with me after school or during lunch.

Anclote High School also has an academic assistance program (AAA) to help students with their academic studies. AAA meets on Monday and Wednesday and transportation is provided.

Class Materials and procedures

A separate material list will be provided on the first day of school. It is expected that all students come to class with paper, pen, pencil and their textbook every day, unless otherwise indicated.

All assignments are to be headed with your full name, period and date submitted. This information is to be placed in the upper right hand corner of your paper unless otherwise indicated. The title of the article is to be placed in the left hand corner of your assignment unless otherwise indicated.

Hall passes will not be issued the first and last 10 minutes of class.

Grading Policies

The Pasco County Schools grading system will be used for the computation of all grades.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Attendance and tardies to class have a direct affect on one's performance in class. The Pasco County School Attendance policy and the AHS attendance policy will be enforced.

Discipline

The Pasco County Schools and Anclote High School discipline plans will be followed.

I have only two rules, and if adhered to, avoid all the other rules:

- Allow your teacher to teach.
- Allow your fellow students to learn.

When you are having trouble in class because of the choices you make you must ask yourself, “ Is this working for me?” Remember you choose your behavior; no one else does this for you. You must be in control of your own actions.

Tardy Policy

Be in the room and moving to your desk. If not, you may be considered tardy. The tardy policy will be posted in class. This policy resets each quarter.

1 st Offense	Warning
2 nd Offense	Teacher Intervention/Parent Contact
3 rd Offense	Lunch Detention/Parent Contact
4 th Offense	After School Detention or Saturday School
5 th Offense	ISS
6 th Offense	1 day OSS (defiance)
7 th Offense	3 days OSS (defiance)

Food/Drinks

Food is prohibited in the classroom. Bottled water only will be allowed in the classroom.

Electronics

The Pasco County School District policy will be enforced. Electronics are allowed in the classroom at the teacher’s discretion. There will be a red card on the board and door indicating no electronics use in class. When the card is green electronics will be permissible on an individual basis. The use of electronics to make phone calls in class will be prohibited. A violation of this policy will result in warning and then the loss of the privilege. If it becomes disruptive to the class a referral will be written.

Tentative Unit Schedule with Correlating Text Sections and Instructional Activities

Course Introduction

Unit 1 (Geography: Its Nature and Perspectives)

- Rubenstein, Chapter 1
- Case Study: Big Mac Attack
- Global Forces, Local Impacts: Navigation Devices
- Map Analysis Project - Using a map of your choice, evaluate its usefulness (stressing advantages and limitations).

Unit 2 (Population)

- Rubenstein, Chapters 2 and 3
- Case Studies: Population Growth in India; “Give Me Your Tired, Your Poor...”
- Global Forces, Local Impacts: Japan’s Population Decline; Undocumented Immigration Viewed from the Mexican Side
- Population Map Project. Tied in with Chapter 2’s Key Issue 1. Color code and identify regions, then relate vocabulary terms learned to the three types of population densities.
- Obituary Activity. Use obituaries to analyze migration trends.

Unit 3 (Cultural Patterns and Processes)

- Rubenstein, Chapters 4, 5, 6, and 7
- Case Studies: Aboriginal Artists of Australia at Lincoln Center; French and Spanish in the US and Canada; The Dalai Lama versus the People’s Republic of China; Ethnic Conflict in Rwanda
- Global Forces, Local Impacts: India’s Marriage Dowries; Language Policy in Australia & New Zealand; Jerusalem: Contested Geography; Dividing the Kurds
- Regional Differences Project. Choose words, or legends, that vary in different parts of the United States; then speculate about the origins of those differences.
- Review and Mid-term Exam

Unit 4 (Political Organization of Space)

- Rubenstein, Chapter 8
- Case Study: Changing Borders in Europe
- Global Forces, Local Impacts: Global, Local, and Other Scales In Iraq
- Political Issues. Select a current political issue and prepare an oral presentation using appropriate maps and providing classmates with copies of a one-page summary handout.

Unit 5 (Agricultural and Rural Land Use)

- Rubenstein, Chapter 10
- Case Study: Wheat Framers in Kansas and Pakistan
- Global Forces, Local Impacts: Genetically Modified Foods and Sub-Saharan Africa
- Describe and apply the von Thünen model to both small- and large-scale situations.
- Compare and contrast different types of rural landscapes and settlements.

Unit 6 (Industrialization & Economic Development)

- Rubenstein, Chapters 9 and 11
- Case Studies: Bangladesh's Development Problems; Maquiladoras in Mexico
- Global Forces, Local Impacts: Wal-Mart and China; Locating Car Parts Plants

Unit 7 (Cities and Urban Land Use)

- Rubenstein, Chapters 12 and 13
- Case Studies: Phoning the Help Desk; Two Families in New Jersey
- Global Forces, Local Impacts: Tourism in Latin America; Intelligent Transportation Systems
- Field Study Project. Choose an urban area to take a walk and map the distribution of businesses there. In addition, survey the local area to analyze its landscape and how this may have affected the distribution of businesses. (Questions will accompany this assignment).

Review

AP Exam

Resource Issues

- Rubenstein, Chapter 14
- Case Study: Pollution in Mexico City
- Global Forces, Local Impacts: Climate Change in the South Pacific
- Residential Architecture. Prepare a five-minute oral presentation using PowerPoint to discuss distinguishing features and background history of the architectural style.

Review and Exams

Student Name (Please Print):

Parent Confirmation

The syllabus that is attached is an overview of the course that your student is enrolled in this school year. It provides you with the course description and topics that will be covered. It provides you with the grading policy and the weight of the various work and tests/quizzes. It provides you and the student with my e-mail and school phone number.

I have asked that your student share this syllabus with their Parents/Guardian. Please sign this confirmation form as that both of you have read over the syllabus.

Thank you very much for your support.

Parent signature

Student signature