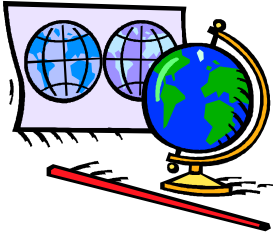


AP Human Geography 2012–2013



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Course Overview

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. (Source: <http://apcentral.collegeboard.com>)

Goals from the Course Description

1. Use and think about maps and spatial data.
2. Understand and interpret the implications of associations among phenomena in places.
3. Recognize and interpret at different scales the relationships among patterns and processes.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

(Source: Course Description 2009)

Expectations

AP Human Geography is a college level course. On Friday morning May 17th, students will be taking the AP Human Geography Exam, which could earn them college credit if passed with a score of a 3, 4 or 5. Therefore, this course will require more work than a regular high school course. Expect to work everyday in class and expect home assignments. The course work will be rigorous and time consuming. The greatest expectation you can have as a student in this course is that you will gain a greater understanding of the world in which we all live.

Expected Schoolwide Learning Results (ESLRs)

Describe how the components of this course help students fulfill the ESLRs of Point Loma High School. Components and strands should be directly tied to ESLRs.

“Students will use the scientific method to develop higher level thinking skills and demonstrate these skills through their written laboratory reports.”

Describe the types of work that the student would be able to place in his/her portfolio to substantiate the ESLRs.

“Students will create a journal which documents their mastery of the various stages of the writing process in each of three genres: narrative, persuasive, and informative. Thus, they will show evidence of being effective communicators.”

“Through the analysis of the three branches of government, students will understand and support the democratic process and be called to action on campus and in the community.”

Instructional Strategies

Throughout the course the following instructional strategies are used:

1. Direct instruction with class discussion
2. Individual and Group Activities
3. Internet Research for projects
4. Visual Analysis using pictures and videos
5. Mapping Exercises and map quizzes
6. Examination of Case Studies using articles and videos
7. Timed writings for each unit to simulate the AP Exam
8. Essential learning skills

Recommended Course Materials

*If a student cannot supply these materials, they will be provided for them.

- ✓ 3 Ring Binder (2” size) with dividing Tabs or clear sheet protectors
- ✓ E- Mail Address
- ✓ Colored Pencils
- ✓ Highlighters, pens and pencils

The Provided and Required Textbook

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

This textbook will be required in class with the student each day and will be taken home to complete homework reading assignments. Students are responsible to have their textbook with them for each class meeting.

*Buying a used/new textbook on Amazon.com will allow the students to highlight and take notes within the textbook, practicing critical skills for college and you can keep your textbook at home, leave the school textbook in your locker for class! ☺

Units

Fall Semester

1. Geography: Nature and Perspectives
2. Population
3. Cultural Patterns and Processes
4. Political Organization of Space

Spring Semester

5. Agricultural and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use
8. Globalization and Resources

Unit 1- Geography: Its Nature and Perspectives (Basic Concepts)

1. Understanding the main concepts associated with Perspective: location, space, place, scale, pattern, regions, and globalization.
2. Identifying geographic models and the geographers responsible for them.
3. Learning to read, interpret, and analyze various types of maps and patterns found on them.
4. Understanding new technologies, e.g., GIS, GPS.
5. Using internet sources to find data and learning to map the data.
6. Defining Human Geography and understanding it as a field of study.
7. Construct maps at different scales and interpret the different patterns found at the different scales.

Required reading: Rubenstein Ch. 1

Unit 2- Population

1. Analysis of population data: types of densities, population distributions, and population compositions (age, sex, race, and ethnicity). Constructing and explaining population pyramids.
2. Understanding population trends (historical and future) and population models, i.e., Demographic Transition Model, Gravity Model, etc.
3. Explaining the effects of various population policies, e.g., China's and India's policies to low population growth.
4. Analysis of migration and the factors that cause people to move (push and pull factors). Analyze United States and world patterns of migration. Explain the Gravity Model, distance decay and Ravenstein's "laws of migration."
5. Describe and analyze the different types of migration and give examples for each type, e.g., rural to urban, chain, forced, etc.
6. Understanding the effects of natural hazards on populations, e.g., Hurricane Katrina's effects on the Gulf Coast.

Required Reading: Rubenstein Ch. 2-3

Unit 3- Cultural Patterns and Processes

1. Identifying and analyzing culture, cultural traits, diffusion, acculturation, assimilation, and cultural regions.
2. Describing and explaining differences and similarities between world languages, world religions, ethnic groups (ethnicity), and popular / folk cultures.
3. Discussing and analyzing the environmental impact of various cultural practices.
4. Identifying and explaining various cultural landscapes and understanding a sense of place.
5. Understanding how cultural patterns are represented at various scales from local to global.
6. Analyzing and understanding the distribution of religion and languages and language families around the world.

Required Readings: Rubenstein Ch. 4-7

Unit 4- Political Organization of Space

1. Understanding the meaning, consequences, and influences of the world's boundaries.
2. Understanding and applying the terms nation, state, nation states, federal states, and unitary states.
3. Describing and analyzing the changing nature of sovereignty: fragmentation, unification, and alliance.
4. Identifying the spatial relations between political patterns and patterns of economy, ethnicity, and environment.
5. Analyzing electoral geography and the effects of gerrymandering.

Required readings: Rubenstein Ch. 7-8

Second Semester

Unit 5- Agricultural and Rural Land Use

1. Explain and analyze the impact of the diffusion of agriculture around the world.
2. Discuss and identify the different agricultural revolutions, e.g., First, Second, Green, etc.
3. Understanding the climate, vegetation, and agricultural zones around the world.
4. Using and applying models, e.g., Von Thunen's model on land use.
5. Describing and analyzing settlement patterns associated with agricultural types.
6. Analyzing modern agricultural topics, e.g., Biotechnology, GMO's.

Required Readings: Rubenstein Ch. 10, 12 (issue 1)

Unit 6- Industrialization and Economic Development

1. Understanding the measurements of industrialization and development.
2. Describing and discussing the diffusion of industrialization. Discuss the Industrial Revolution.
3. Use and applying geographic models and theories, e.g., Bid (land) rent, Core and Peripheral, Weber's Industrial Location Theory, Central Place Theory.
4. Explaining the impact (landscape, economic, and environmental) of industrialization and development in various places on the globe.
5. Comparing and contrasting development and industrialization in various places on the globe.
6. Analyzing industrial location factors and determining the best location based on a variety of factors.

Required Readings: Rubenstein Ch. 9, 11, 14

Unit 7- Cities and Urban Land Use

1. Explain and describe urbanization: its origins and current and future trends.
2. Understanding and applying urban system models, e.g., Multiple Nuclei Model.
3. Identifying and describing urban areas and global cities / megacities and Central Business Districts.
4. Describing the demographic, social, and employment structures in contemporary cities.
5. Analyzing patterns in urban centers with regards to sprawl, race, ethnicity, gender, class, and age.
6. Compare and contrast the urban spatial characteristics for different regions around the world, e.g., Latin American cities, European cities, etc.
7. Analyzing and describing the inner city of the United States, e.g., the inner city of Memphis, Tennessee.

Required Readings: Rubenstein Ch. 12-13

Unit 8- Globalization and Resources

1. Understanding how the world has eliminated or weakened barriers to trade / capital and the diffusion of cultural ideas.
2. Understanding the importance of international relations as it relates to business, trade, and communications.
3. Understanding the global impact on world resources, environment, and conservation efforts.
4. Discussing the impacts of the new international division of labor as it relates to outsourcing.

Daily Classroom Expectations:

“On your mark!”

1. Come to class ON TIME!!
2. Read announcements on the screen
3. Collect or turn in homework as you enter the room
4. Electronics and hoodies are off

“Get Set!”

1. Binder and textbook on your desk
2. Pen or pencil ready

“Go!”

1. Start the opener on the screen
2. **RESPECT!** Have respect for your classmates, your teacher, and yourself. This expectation will not be compromised. In this classroom, respect is consideration for others- regardless of how much you like a person.
3. Stay quiet while the teacher or another student is talking
4. Rude comments, insults and inappropriate language of any kind will not be tolerated. Speak nicely to others- words can be hurtful, so watch what you say and the tone and manner in which you say it.
5. NO SLEEPING!! If you are tired, ask to stand in the back or get a drink of water.
6. Keep your head off your desk when in class.
7. If there is a problem, speak with me before or after class. My door is always open and after class is a more appropriate time to have discussions- not in the middle of class! Class time should be free from distractions.
8. You will hear a variety of opinions in this class- you do not need to agree with all of them, but you must show consideration for differing viewpoints. **THIS IS A SAFE CLASSROOM WHERE ALL STUDENTS CAN FEEL COMFORTABLE!!** Basically, treat others how you want to be treated!

Consequences for Poor Behavior:

- 1st Offense- Warning and Conference with Student
- 2nd Offense- Asked to Leave Classroom
- 3rd Offense- Call Home to Parents
- 4th Offense- Referral

These consequences are at my discretion- I may apply any consequence dependant on the offense. Consequences will be tracked and recorded by teacher.

Assignments

All assignments completed in class should be done in legible handwriting and in blue or black ink. In-class assignments are always worth ten points. Most home assignments should be neatly handwritten or typed, and they are worth twenty-five points.

There will be in-class timed writing assessments to practice for the AP Exam, and they will count as a daily assignment. The AP Exam is a timed test, and it is important that the students practice timed writings.

Quizzes

- Vocabulary quizzes will be given on each unit.
- Location quizzes on countries
- Quizzes may be given on outside reading / video assignments.

Tests / Projects

A 50-point test will be given at the end of each unit. Each unit test will comprise of multiple choice questions and two to three short answer / essays. Some parts of the unit test may be timed.

Each unit may have a project assignment each worth 30 or more points.

Make-Up Procedures

Students are expected to turn in all assignments on time. If students fail to turn in an assignment on the day it is due, then they are expected to turn it in for 70% credit. A grade of a C is always better than an F!

Make-up work can be completed during one of the following times:

- 1) Advisory 2) During lunch 3) At a scheduled time after school.

Grading

I calculate your grade on total points earned/total points assigned.

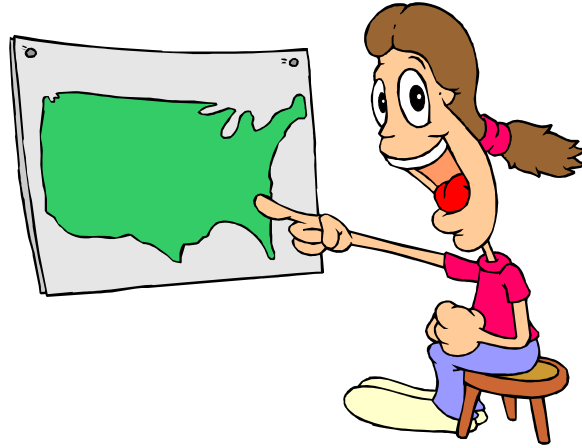
94-100% A	87-89% B+	77-79% C+	64-69% D-
90-93% A-	84-86% B	74-76% C	60-63% D-
	80-83% B-	70-73% C-	0-59% F

- **A** Demonstrates full understanding of material, includes unique insight or analysis, is organized, exhibits superior expression skills, exceeds minimum requirements.
- **B** Demonstrates solid understanding of material, includes some insight or analysis, is organized, exhibits above-average expression skills, meets minimum requirements.
- **C** Demonstrates average understanding of the material, includes basic or simple insight or analysis, is somewhat organized with areas lacking clarity, exhibits moderate expression skills, partially meets minimum requirements.
- **D** Demonstrates little understanding of the material, includes no insight or analysis, lacks organization, is poorly expressed, marginally meets minimum requirements.
- **F** Demonstrates no understanding of the material, includes no insight or analysis, lacks organization, is poorly expressed, does not meet minimum requirements.

Parent and Student Communication with Mrs. Janiak

Please contact me preferably via email or voicemail regarding any questions, concerns or information you would like to share, and I will do my best to respond to you during the week within 24-hours. My contact information is: hjaniak@sandi.net; 619-223-3121 x4354.

I am available after school for conferencing with students and parents by appointment. Parents and students are encouraged to use the PLHS website for information regarding long and short term assignments. Grades are posted on Zangle Parent Connect.



I read and understand Mrs. Janiak's course syllabus and
I have recorded Mrs. Janiak's contact information.

Student name

Student signature

Parent/Guardian name

Parent/ Guardian signature

Parent/ Guardian email address: _____

Parent/Guardian Preferred Phone Number: _____