

# Advanced Placement: Human Geography Syllabus

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CCHS Room: C205

Google Classroom Code:

AP Collegeboard Class Code:

## Vocabulary to Know

Term	Definition	Tool to Support You
course	a series of classes on a subject created by an instructor that follows specific criteria and guidelines to support learning on that subject	assignments, readings on the subject, lectures, video
skill		
content		
college credit		
MAY		
time management		
teacher communication		
due date		
deadline		
responsibility		
collaborative study group (CSG)		
maturity		

## Course Overview

The purpose of the AP Human Geography course is to introduce students to the different systems that shape human experiences and understandings. Students study the social, cultural, political, agricultural, urban, and economic patterns of human beings using a spatial perspective.

### GEOGRAPHIC UNDERSTANDING

The AP Human Geography course identifies three "big truths" that are the backbone to your learning throughout the year. These can be described as

**Truth #1:** Humans create economic, cultural, and political patterns in their spatial organization of society.

**Truth #2:** There is a cause and effect relationships between humans and the environment.

**Truth #3:** Places (locations, cities, countries, regions, etc.) can be studied to reveal how human and environmental phenomena interact to both create and change them.

Unit Topic	Details
Thinking Geographically About the World	Begin learning the language of geography, the discipline-specific terminology used in the course. You will learn how geographers apply concepts in order to describe and better understand real-world situations and patterns. A major focus is helping you to read, interpret, and analyze thematic maps and other geographic forms of data.
Population Landscapes	Learn about the changing distribution, composition, and effects of the human population. Gender, aging, economics, and culture will be examined in order to gain understanding of demographics at various scales. The critical role of migration is also studied.
Cultural Landscapes	Identity, language, architecture, religion, ethnicity, values, traditional vs popular, local vs. global practices and movements along with gender roles are looked at from a spatial perspective. The distribution, diffusion, and landscape expression of each of these is a major focus of this unit.
Political Landscapes	Learn the political organization of the world. Understand how the political map has come to be and come to understand the complexities of

	the borders that represent it. The role of imperialism, supranationalism, and political devolution are areas of emphasis.
Agricultural & Rural Landscapes	You will learn about the origins of agricultural practices and where, why, and how they have changed to create the modern agro-food industrial complex. The location of regions of agricultural production will be examined along with impacts which they are currently experiencing.
Urban Landscapes	Learn how the spatial organization, distribution, and function of the world's cities at a global scale and also the form and function of urban areas at the local scale. The problems and promise of urban life are areas of particular interest. While the past will be reviewed, the emphasis is on the future of the planet's cities.
Economic Landscapes	Learn how industrialization and globalization have shaped and are shaping economic development at both the local and global scales. The course ends with issues that draw from all previously studied material in order to understand the geographic pattern of economic development at multiple scales. Issues of sustainability, the environment, and global conflict and cooperation will be addressed.

## **GEOLITERACY**

You will become geoliterate. *GEOLITERACY* can be described by three competencies:

- 1) an understanding of the patterns and organization of human society
- 2) the knowledge of the relationship between different societies and between humans and the environment.
- 3) the development of a spatial perspective when in the examination of place, people, and change.

To achieve *GEOLITERACY* you will practice:

- Application of geographic concepts, processes, theories and models in relevant situations.
- Interpretation of cultural landscape using photographs, satellite imagery and aerial photography, direct observation, etc.
- Interpretation of spatial relationships using thematic maps, aerial photographs, spatial data sets, etc.
- Analysis of quantitative geographic data in the form of graphs, charts, spreadsheets, etc.

- Analysis of qualitative geographic sources such as landscape writing, media reports, eyewitness accounts/descriptions, editorial cartoons, and photographs.
- Use of multiple scales of analysis to better understand how important geographic concepts, processes, patterns, and models can change dramatically from one scale to another.

### Instructional Approach

There is not enough time to expose you to and have you apply all concepts of the course to all places in the world. Therefore, our approach to proficiency in both the content and skills will revolve around the use of case studies - the study of specific places/examples as illustrations. In all cases, we will attempt to relate the geography back to home, to the local scale AND on a global scale. My approach to geographic instruction relies on

Concept → Context → Case Study.

Concept	We explore the basic meaning of a geographic concept, process, model, or theory.	Lecture, Class Discussion, Out-of-class readings, Independent Research
Context	We review concept, process, model, or theory in the real world. How does it play out? What does it "look like" in maps, photographs, charts, satellite imagery, etc.	Collaborative Study Groups, Class Activities, Independent Research
Case Study	We review a very specific example of the concept, process, model, or theory. This is an examination of the topic in an actual scenario that students use to apply and evaluate the concept.	Group/Individual Projects, Collaborative Study Groups

### Expectations

AP Human Geography is a **college level** course available to high school students who wish to challenge themselves at a higher level. At the end of the Spring Semester students who wish to take the AP Human Geography Exam administered by the College Board MAY earn college credit depending on their score and the college or university they apply to. Therefore, this course requires more work than a regular, on-level high school course and even Pre-AP courses. Expect to work everyday in class and expect out-of-class assignments that demand time and resource management, on-going student-teacher communication, and complex thinking processes. The course work is rigorous and time consuming. The greatest expectation you can have as a student in this course is that you will be exposed to and explore the world in which we all live at a college level.

## Class Culture

Judgement, negativity, cynicism and apathy all shut down creativity, innovation and learning - the very things that will make our class engaging and dynamic. Therefore, it is important to establish and attempt the following values and ways of being in our class:

You will...

- **behave as professionals in training**
  - Communicate regularly with your instructor
  - Hold yourself Accountable for your actions or inactions
  - Use an Evidence-based worldview
  - Take Academic Risks
    - Being wrong is part of learning, and risking being wrong by making your thoughts and ideas transparent will be valued and affirmed.
  - Embrace Maturity on every topic, every issue, every time
    - A single story (constructed narrative) about places or groups of people will always be too limited and promote stereotyping and implicit biases.
    - Be mindful of your personal experiences or lack of experience on topics. Additionally, be aware of the possible experiences of those around you. We all process our experiences differently and many of our experiences cannot be shown by merely looking at us.
- **speak & write in complete sentences**
- **speak, listen, write, and read in small groups & class activities**
  - Making fun of any student's response, comment or answer during class discussion goes counter to our classroom culture and will be addressed as undesirable behavior.
- **research and read resources independently**
- **maintain & revise notebooks/binders for content and organization**
- **practice & revise exam responses**
  - There cannot be growth without feedback. Feedback on your work or answers should be viewed as an opportunity to try again with more information, and is never a judgment of your intelligence or worth as a student. Feedback will always be constructive and aimed at helping you improve so you will be expected to incorporate that feedback in your revisions.

## Evaluation and Assessments AKA Grades

40% Daily Grades*	Ex. Outlines, Class Activities, Multiple Choice Revisions, Weekly Q&A Sheets, Check-ins
60% Major Grades	Ex. Hearings, 1-pagers, Exam Practice Questions, Projects, Quizzes, Unit Practice Packets

\*Successful students prepare, practice, review, & revise their work regularly.

## Required Materials

- 3 ring binder for reading materials (packets)
- Writing utensil (pen, pencil)
- Notebook

- Google Classroom Access
- AP College Board Access (use school email and password) @ College Board Account needed: <https://apstudents.collegeboard.org/>

\*Chromebooks: Classwork often requires the use of a chromebook which are available in C205. Students are assigned a number and are responsible for the care and wellbeing of their equipment. Damage to the Chromebook will be the responsibility of that student.

### **Submitting Work**

Assignments are NOT BUSYWORK. Rather, every assignment is an assessment of your current or past knowledge and skill set. Your performance provides the teacher with data of where you are with the necessary content and skills expected of a college level course and that appear on the College Board Exam. Submitting your work ON TIME and in the CORRECT LOCATION is your responsibility. Communicate with the teacher via email or in person if you are struggling so that a plan can be made.

- 1) Electronic Assignments - Upload onto Google Classroom under the CORRECT ASSIGNMENT portal.
- 2) Handwritten Assignments - Place your NAME, PERIOD and DATE you TURNED IN your work. Place your work in the TURN-IN bucket next to the teacher's desk.

### **Late Assignment Policy**

Each grading period is approximately 6 weeks long. Every assignment has an ASSIGNED day, a DUE DATE, and a DEADLINE.

- 1) **Day Assigned** - student is given written and/or verbal notice of an assignment. It is YOUR responsibility to record and keep track of your assignments. Communicate with the teacher if you are uncertain, confused, or need clarification.
- 2) **Due Date** - the allotted time frame for work on the assignment has passed and the student is expected to submit their work to the teacher for evaluation. If student work is not properly turned-in by this date, then a ZERO is placed in the gradebook for that assessment.
- 3) **Deadline** - assignments that were not properly turned in by the DUE DATE are late assignments. Late assignments of work assigned in the first half of the grading period may be turned in for credit by the Wednesday when Progress Reports are due. Late assignments of work assigned in the second half of the grading period may be turned in for credit by the Wednesday when Grade Reports are due. Work submitted after the deadlines WILL NOT be graded and a ZERO will remain in the gradebook.

**A LETTER OF RESPONSIBILITY must accompany each late assignment.**

\*\*This late policy uses the provided teacher discretion per the handbook. It is generally more lenient than other late work policies.

\*\*\*Student work submitted ON TIME is given priority over late work. If you are involved in extracurriculars do NOT expect your late work to be evaluated and graded by club or sport deadlines.

## Plagiarism

Plagiarism is unacceptable behavior for a college-level class. Students caught copying information from any source (internet web sites, textbooks, **classmates**, etc.) on ANY ASSIGNMENT other than your notes will be given a zero and a chance to redo the assignment for up to a 70. Parents will be notified. A second offense carries an automatic 0.

## Tutorials

Tutorials are an important aspect of a college-level course. They are a time to ask questions, check your work, and/or get one-on-one instruction from the person you designed the lessons, aka your teacher. Do not let this class just happen to you. You must put effort into this class. With the number of students at Cedar Creek HS it is crucial to your success in this class to meet with the teacher to discuss struggling areas, check-in, and make a plan.

### Teacher Availability (Subject to Change)

To Be Determined: Please Check Google Classroom

## Cell Phone & Personal Device Policy

Cellphones, tablets, personal laptops, Ipods, Ipads, Apple Watches, smart watches, headphones, earbuds, AirPods, and all other similar electronic devices and accessories are NOT ALLOWED and NOT TO BE CHECKED in this workspace. Credible studies show that students who do not have their devices on them during instructional time are more successful. There is an opportunity at the start of each class to put devices in a safe designated zone called "Device DayCare." Devices remain in that zone till the end of class. Devices will be confiscated and students will be held accountable for their choices regarding any violations of this rule. Therefore, the expectation is for students to put their cellphones in "device daycare" on their way into the classroom in their assigned cell phone number slot. Cell phones MUST NOT be visible or in use during instruction without EXPLICIT PERMISSION. You will receive ONE WARNING to put the phone away. After one warning, the teacher will confiscate the device for the class period. Repeated violations will result in a referral.

### **STUDENTS & PARENTS - Please Read Together -**

#### **Communication is important.**

- Please encourage and support **communication between the student and the teacher FIRST**. If the issue is not resolved after student-teacher discussion/email, then please contact me directly. By requiring and helping your child in communicating directly with me first supports your child's development in communicating their needs as young adults, supports greater accountability and investment in their education and tends to resolve issues more quickly.

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I, \_\_\_\_\_, understand that this course is designed for students to practice college level skills and content analysis. I agree to behave in a manner that demonstrates respect for myself, my classmates, the teacher, and our shared workspace whether in-class or virtually. I am committed to expanding my knowledge of the world through the study of human geography and will communicate my learning needs throughout the course.

