

AP Human Geography A/B

COURSE DESCRIPTION

AP Human Geography A/B

AP[®] Human Geography is a yearlong course that contains seven units of study as outlined in the 2020 Course and Exam Description (CED) published by the College Board. The units in the CED focus on topics including thinking geographically, population and migration, culture, political geography, agriculture, urban geography, and development and industrialization. Students will have multiple opportunities to apply the information addressed in each unit in activities including note-taking, current events, projects, and formative and summative assessments.

AP[®] Human Geography introduces students to college-level introductory human geography or cultural geography. The 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.

The course goal is for students to become more geo-literate, engaged in contemporary global issues, and informed about multicultural viewpoints. They will develop 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. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

COURSE OBJECTIVES

The AP[®] Human Geography curriculum introduces students to a set of big ideas. These big ideas are:

- Patterns and Spatial Organization (PSO)
- Impacts and Interactions (IMP)
- Spatial Processes and Societal Change (SPS)

In addition, this course emphasizes the use of geographic thinking practices for effective learning experiences and problem-solving. These practices include skills:

COURSE SYLLABUS

- Concepts and Processes (SC1)
- Spatial Relationships (SC2)
- Data Analysis (SC3)
- Source Analysis (SC4)
- Scale Analysis (SC5)

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.



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GRADING POLICY

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Grading Category	Weight
Quiz	20%
Test	20%
Exam	20%
Assignment	10%
Projects	30%

SCOPE AND SEQUENCE

When students log on to Edgenuity, they can view the entire course map—an interactive scope and sequence of all topics under study.

Human Geography A

Human Geography B

• Thinking Geographically

This first unit teaches students how geographers approach the study of places. Students apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources informs policy decisions. They also learn about how people influence and are influenced by their environment. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios.

• Agriculture and Rural Land-Use Patterns and Processes

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations. In addition, they examine the consequences of agricultural practices and consider the differences in what foods or resources are produced and where they are produced.

• Population and Migration Patterns and Processes

This unit addresses the patterns associated with human populations. Students examine population distributions at different scales. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements.

• Cities and Urban Land-Use Patterns and Processes

This unit addresses the origins and influences of urban settlements as students explore world cities and these cities' role in globalization. They examine the spatial distribution of the world's largest cities, identify development patterns, and make inferences about their economic and political influences. Students study the hierarchy of urban settlements on the landscape and patterns of change over time and modern challenges to sustainability from urban growth.



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<ul style="list-style-type: none">• Cultural Patterns and Processes <i>The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. This unit also considers from a temporal and spatial perspective how culture spreads, the distribution of cultural practices, and the causes and effects of their diffusion.</i>	<ul style="list-style-type: none">• Industrial and Economic Development Patterns and Processes <i>This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Students explore strategies for sustainable development. This final unit pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.</i>
<ul style="list-style-type: none">• Political Patterns and Processes <i>This unit addresses the world's political organization. Students examine the contemporary political map and the impact of territoriality. Students examine different types of political boundaries and study forms of government. Students explore how forces may alter the functioning of political units and cause changes to established political boundaries.</i>	<ul style="list-style-type: none">• Course Review / Exam <i>Students review the course and take at least one AP Practice Exam.</i>
<ul style="list-style-type: none">• Human Geography A Review and Exam <i>Students review the previous four units and take an exam.</i>	<ul style="list-style-type: none">• AP Practice Exam <i>Students take two Practice Exams.</i>

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HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower



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EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century