



AP® Human Geography – Course Syllabus

2016 – 2017

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Course Overview:

Advanced Placement® (AP) Human Geography is a beginning college-level course that explores the process and impact of human utilization of the planet's natural features, with a strong emphasis on understanding cultural and environmental practices that contribute to the development of a sense of 'identity' among people. Students will learn about how population expansion, the complex role of regional and global politics, the development of agriculture, the expansion of 'pop' culture, economic systems, and land use in urban and rural environments all play a part in facilitating human interaction and sustaining these unique cultural identities. Learners will consistently engage in high level academic reading, writing, and verbal communication through the year. The skills and knowledge that students will develop in this course are designed to prepare learners to complete the annual AP® test in Human Geography that will occur in Spring.

This course is designed to meet the standards established by College Board® that will offer all participating students the opportunity to experience an intensive college class in a high school environment. Students may choose to complete the official AP® Human Geography test near the end of the academic year, but it is not required for CAHPS course credit. Completing this exam will require an extremely high level of dedication, however I would encourage all students to participate.

As this course is also aligned with the academic rigor and scope of Southern Oregon University's GEOG 107 and GEOG 108 courses, students who successfully complete this course are eligible to receive a total of eight SOU credits at the end of the year.

Textbook:

***The Cultural Landscape: An Introduction to Human Geography* by James M. Rubenstein, Ninth Edition.**

As Human Geography is inherently a broad topic that draws upon multiple academic subjects, this text will be supplemented with a variety of other learning materials, including: supplied online and print articles, web videos, maps, charts, graphs, and other digital resources that will contribute to student understanding of the material and achievement of the learning targets.

Parent / Student Resources:

Synergy Parent Portal: <http://vue.district6.org/>

To track grades, reports, standards alignment, and attendance

College Board® Website: <https://www.collegeboard.org/>

For updates on AP® materials, tests, and notifications

Content Covered / Course Learning Targets:

This course is designed to build students' general knowledge and skills in understanding the discipline of geography through the context of human use and development of the planet's surface; the lessons in this course are also aimed at guiding learners towards meeting the overall course objectives listed below. By the end of this course, students will experience the following:

1. Be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.
2. Learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing.
3. Employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas.
4. Develop a geographic perspective with which to view the landscape and understand current events.
5. Interpret maps and analyze geospatial data.
6. Understand and explain the implications of associations and networks among phenomena in places.
7. Recognize and interpret the relationships among patterns and processes at different scales of analysis.
8. Define regions and evaluate the regionalization process.
9. Characterize and analyze changing interconnections among places.

To meet these course objectives, the content will be divided into seven units spanning the 2016 – 2017 school year. These content areas for the course are purposely aligned with the unit structure developed by College Board®. The units are:

Unit 1 – Geography: It's Nature and Perspectives

Unit 2 – Population and Migration

Unit 3 – Political Organization of Space

Unit 4 – Agriculture, Food Production, and Rural Land Use

Unit 5 – Cultural Patterns and Processes

Unit 6 – Industrialization and Economic Development

Unit 7 – Cities and Urban Land Use

AP® Human Geography Test (OPTIONAL)

Grading:

All student work will be evaluated according to a points and percentage-based grading system, represented by the letter-grades A through F. This will encompass assignments, occasional projects, readings, note-taking, and summative assessments.

For assessments, students will complete an extensive multiple-choice unit exam based off of the accepted Advanced Placement ® structure of tests and test questions. In addition to multiple-choice questions, each exam will also contain approximately three Constructed Response Questions (CRQs). These questions will also prepare students for completing both the AP ® test multiple-choice questions and CRQs. A passing score for each exam will be based on a percentage evaluation.

For each assessment, each assignment, each project, and for the class as a whole, grades will be assigned according to the following scale:

A – 90% - 100%

B – 80% - 89.9%

C – 70% - 79.9%

D – 60% - 69.9%

F – 0% - 59.9%

Grades will be earned based on a combination of classroom participation, student demonstration of key course concepts on unit summative assessments, as well as completion of unit formative assessments that will include both classroom and homework assignments. **Choosing to complete OR not to complete the AP® Human Geography Test in Spring will NOT affect a student's grade in this class!**

Student's Responsibilities:

As this is an introductory college-level course, it is expected that all learners will take the necessary responsibility for their own academic needs. However, as an instructor it is my personal goal to be consistent, present, and supportive in every way that I can be, while also encouraging learner autonomy. The following list of student expectations for my class should be upheld by all learners at all times:

1. Be actively involved in class and contribute to discussions.
2. Complete or attempt all assignments and readings. All assignments are designed to help you learn. They are not busy work.
3. Ask for help; ask questions of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. Prepare in advance for tests and quizzes and group learning activities like Socratic Seminars. Review notes, re-read material given in class, find someone that you can verbally explain concepts to ahead of the test (if you can explain it well to someone, you know it).
5. Do not distract yourself and / or other students from the opportunity to learn.
6. Follow the guidelines set by the school and the district student behavior code.
7. Come to class on time and prepared with materials.
8. If you must borrow a pen / pencil for the lesson, you must do so before the start of the class period.
9. If you request to leave the classroom during class time, you must be given a hall pass by me; this is done at my discretion.
10. All work must be turned in on time, regardless of absences; late work will not be accepted beyond the end of the unit that it is supporting.
11. Drinks, snacks, and gum are allowed in class ONLY so long as when any class leaves the room, there are NO signs of trash on the floor. A class that does not uphold the cleanliness of the learning environment will lose these personal privileges.
12. Remember that cell phones, iPods, and other electronic devices should be SILENCED and kept out of sight unless explicitly teacher-approved for a given activity; in this case it must only be used in the manner approved.
13. Have FUN learning! ☺

Attendance:

As with all CAHPS classes, attendance is paramount for learners to maximize their understanding and subsequent application of key course material; being physically and mentally present allows a student to work with the instructor in order to achieve mastery of all necessary skills and knowledge. Missing even one day of class can cause a student to also miss critical information and cooperative learning opportunities. If a student misses a class session, it is the student's responsibility to ensure that all work is submitted to me on time. It is also the student's responsibility to make alternate arrangements with me in the case of extenuating circumstances.

Parents:

If you need to contact your student for an emergency or other reason during the school day, outside of our lunch period: PLEASE call the school phone number (541) 494-6312 and your student will be contacted. Please do not call or text your student's cell phone during class because it causes disruption to your and other students' learning.

The simplest way to reach me is by email at andrew.ensslyn@district6.org. Please allow at least 24 hours for me to send a response to your inquiry. If you wish to meet in person, I will be glad to do so. Times that I am most available for parents are between 8:00 am and 8:30 am on any weekday except Wednesday, between 10:04 am and 11:17 am on any weekday except Wednesday, and by request after school between 3:45 pm and 4:30 pm. Alternate meeting times may be requested and I will do my best to accommodate. Please allow at least 24 hours for me to confirm a meeting time with you if you request one. For student help outside of class, I can accommodate any of the times listed above, or other times as requested that I may fit into my schedule.

Academic Honesty Policy:

Academic honesty is vitally important for success in class; honesty in general can lead to a sense of purpose and personal satisfaction in life. I will not tolerate academic dishonesty in this class, and will subscribe to the official Central Point School District policy. For a first offense, at any time during a student's four years of high school, the student shall receive a grade of 'zero' for that assignment. For a second time offense, at any time during the student's four years of high school, the student shall receive a 'zero' for that assignment, and the semester grade shall be lowered one letter grade. For a third offense, at any time during your four years of high school, the student shall be removed from the class and shall receive no credit for that class.

Academic Dishonesty includes all of the following:

Cheating – Cheating on tests, quizzes, or other school work. Students who allow other students to use their work or to cheat 'off them' during a test are also cheating.

Plagiarism – Using other people's ideas and writing without giving them credit. For example: Taking sentences or phrases off the back of a paperback and then using them in a book report is plagiarism, or copying a paragraph about an animal from an encyclopedia for a science report is plagiarism.

Internet Plagiarism – The purchase and downloading of pre-written material and submitting it as your own work for credit is plagiarism.

AP® Human Geography Syllabus Acknowledgement Form

Note: Please read this syllabus carefully and sign it. You must also have your parents / guardians read it and sign it. Then return this portion to me by _____. Be sure to place the rest of this document into your binder for AP® Human Geography.

I have read and understand the course expectations and policies.

Print Student Name (Please print neatly)

Student Signature

You, your student, and I are partners in your students' education. You can help them succeed by checking with them as often as possible about their progress in class and by looking with them at their assignment completion on Synergy. Please also plan on attending parent / student teacher conferences on October 26th – 28th 2016, and March 22nd – 24th 2017. Please contact me any time with questions or concerns.

Parent / Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you:

First: _____

Second: _____

It is often easiest to call during the day; is it okay to call you at work if there is something I would like or need to talk with you about your student?

Yes

No

If Yes, what is your work number?
