

T.C. Williams High School Syllabus



AP Human Geography

Mrs. Kelly Mayer

Room = 207

Office Hours: I am available during lunch and after school by appointment.

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703-824-6750

**The best way to reach me is by email.*

Course Description:

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Course Essential Questions:

- How does the way geographers look at the world differ from that of other scientists?
- How does understanding where people live help to explain how they live?
- What defines a region?
- Should population be controlled? When? Who decides?
- Why do people migrate?
- Why should we study other cultures?
- How are governments created, structured, maintained, and changed?
- How does technological change influence people's lives? Society?
- What social, political, and economic opportunities and problems arise from changes in technology?

Course Transfer Goals:

Upon successful completion of the course, students should be able to:

- Interpret maps and analyze geospatial data
- Understand and explain the implications of associations and networks among phenomena in places
- Recognize and interpret the relationships among patterns and processes at different scales of analysis
- Define regions and evaluate the regionalization process
- Characterize and analyze changing interconnections among places
- Read sophisticated texts and academic writings
- Write well-constructed essays and research reports
- Think critically by synthesizing a variety of perspectives and information from various sources
- Discuss controversial issues with maturity and openness
- Present field work and/or research using both visual and oral formats
- Work collaboratively to apply geographic understandings to the analysis of real-world issues

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Course At A Glance:

<p>Q U A R T E R 1</p>	<p style="text-align: center;">Unit 1: Geography--Its Nature and Perspectives (3 weeks)</p> <p>A. Geography as a field of inquiry B. Evolution of key geographical concepts and models associated with notable geographers C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization D. Key geographical skills 1. How to use and think about maps and spatial data 2. How to understand and interpret the implications of associations among phenomena in places 3. How to recognize and interpret at different scales the relationships among patterns and processes 4. How to define regions and evaluate the regionalization process 5. How to characterize and analyze changing interconnections among places E. New geographic technologies, such as GIS and GPS F. Sources of geographical ideas and data: the field, census data</p>
<p>Q U A R T E R 1</p>	<p style="text-align: center;">Unit 2: Population and Migration (4 weeks)</p> <p>A. Geographical analysis of population 1. Density, distribution, and scale 2. Consequences of various densities and distributions 3. Patterns of composition: age, sex, race, and ethnicity 4. Population and natural hazards: past, present, and future B. Population growth and decline over time and space 1. Historical trends and projections for the future 2. Theories of population growth including the Demographic Model 3. Patterns of fertility, mortality, and health 4. Regional variations of demographic transitions 5. Effects of population policies About AP® Human Geography 8 C. Population movement 1. Push and pull factors 2. Major voluntary and involuntary migrations at different scales 3. Migration selectivity 4. Short-term, local movements, and activity space</p>
<p>Q U A R T E R 2</p>	<p style="text-align: center;">Unit 3: Cultural Patterns and Processes (6 weeks)</p> <p>A. Concepts of culture 1. Traits 2. Diffusion 3. Acculturation 4. Cultural regions B. Cultural differences 1. Language 2. Religion 3. Ethnicity 4. Gender 5. Popular and folk culture C. Environmental impact of cultural attitudes and practices D. Cultural landscapes and cultural identity 1. Values and preferences 2. Symbolic landscapes and sense of place</p>

Q U A R T E R 2	Unit 4: Political Organization of Space (4 weeks)
	<ul style="list-style-type: none"> A. Territorial dimensions of politics <ul style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange B. Evolution of the contemporary political pattern <ul style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states C. Challenges to inherited political–territorial arrangements <ul style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering
Q U A R T E R 3	Unit 5: Agriculture, Food Production, and Rural Land Use (3 weeks)
	<ul style="list-style-type: none"> A. Development and diffusion of agriculture <ul style="list-style-type: none"> 1. Neolithic Agricultural Revolution 2. Second Agricultural Revolution B. Major agricultural production regions <ul style="list-style-type: none"> 1. Agricultural systems associated with major bioclimatic zones 2. Variations within major zones and effects of markets 3. Linkages and flows among regions of food production and consumption C. Rural land use and settlement patterns <ul style="list-style-type: none"> 1. Models of agricultural land use, including von Thünen’s model 2. Settlement patterns associated with major agriculture types D. Modern commercial agriculture <ul style="list-style-type: none"> 1. Third Agricultural Revolution 2. Green Revolution 3. Biotechnology 4. Spatial organization and diffusion of industrial agriculture 5. Future food supplies and environmental impacts of agriculture
Q U A R T E R 3	Unit 6: Industrialization and Economic Development (4 weeks)
	<ul style="list-style-type: none"> A. Key concepts in industrialization and development B. Growth and diffusion of industrialization <ul style="list-style-type: none"> 1. The changing roles of energy and technology 2. Industrial Revolution 3. Evolution of economic cores and peripheries 4. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems C. Contemporary patterns and impacts of industrialization and development <ul style="list-style-type: none"> 1. Spatial organization of the world economy 2. Variations in levels of development 3. Deindustrialization and economic restructuring 4. Pollution, health, and quality of life 5. Industrialization, environmental change, and sustainability 6. Local development initiatives: government policies

Q U A R T E R 3	Unit 7: Cities and Urban Land Use (3 weeks)
	A. Definitions of urbanism B. Origin and evolution of cities <ol style="list-style-type: none"> 1. Historical patterns of urbanization 2. Rural–urban migration and urban growth 3. Global cities and megacities 4. Models of urban systems About AP® Human Geography 10 C. Functional character of contemporary cities <ol style="list-style-type: none"> 1. Changing employment mix 2. Changing demographic and social structures D. Built environment and social space <ol style="list-style-type: none"> 1. Comparative models of internal city structure 2. Transportation and infrastructure 3. Political organization of urban areas 4. Urban planning and design 5. Patterns of race, ethnicity, gender, and class 6. Uneven development, ghettoization, and gentrification 7. Impacts of suburbanization and edge cities
Q U A R T E R 4	AP Exam & SOL Test
	A. Review for AP Exam B. Take AP Exam on <u>Tuesday, May 14th</u> C. Review for World Geography SOL exam D. Take World Geography SOL exam (date TBA) E. Produce a culminating project

Materials:

- Pens and pencils
- Highlighters
- Loose leaf paper

Supports Available:

- Before and after school tutoring (by request)
- Saturday Learning Academy
- Writing Center

Grading Criteria:

Formative Assessments	● 40%
Summative Assessments	● 60%

*Each quarter and the final exam are weighted as 20% of the overall course grade

Class Specific Assessment Grading Policy:

- All assignments will have a due date and a deadline. Items turned in at or prior to the due date will have the option for full credit. Items turned in after that due date will be considered late.
- Any missed test or quiz can be made up within the quarter it was originally assigned.

The AP Human Geography Exam

Students will take the AP Human Geography exam on Tuesday, May 14, 2019 at noon. As stated in the ACPS Program of Studies, students who enroll in an AP course must take the end-of-course AP examination. AP exam fees are paid for by ACPS. If a student chooses to be absent for an AP exam, the fee must be reimbursed to ACPS.

The exam will last two hours and fifteen minutes and consists of two parts:

Question Type	Number of Questions	Timing	Percentage of Total Exam Score
Part A: Multiple Choice Questions	75	60 Minutes	50%
Part B: Free Response Questions	3	75 Minutes	50%

NOTE: All policies listed in the “Common Course Expectations” document posted on Canvas, including the ACPS Honor Code (<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/jfc-r2.pdf>), apply to all classes at T.C. Williams High School.

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Student:

I have read the AP Human Geography syllabus and will keep it throughout the year for reference. I understand the expectations and the supports available for the class. I know that in addition to this I must routinely check Canvas to stay up to date on assignments for my AP Human Geography class. Mrs. Mayer is available during lunch and after school for extra support. I agree that if I have any questions I will let Mrs. Mayer know so that she can help me be successful.

Student Signature: _____ Date: _____

Parent/Guardian:

I have read the AP Human Geography syllabus and I understand the expectations and supports available for my child in order to be successful in this class.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Parent/Guardian Phone Number: _____

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