**Advanced Placement Human Geography 2023-2024**

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**Course Description:** **Advanced Placement is a collegiate-level class**. The course is similar to a one-semester, introductory university Human Geography course. Students should be prepared to work extremely hard in anticipation of taking and passing the AP Human Geography test on May 7, 2024. While it is not required to take the APHG test in order to pass the class, it is HIGHLY recommended.

**Materials Required for this Class**: You will need these materials every day for class. **Please let me know if you need help getting these materials.**

1. Pencils and pens. Pens need to be dark blue or black ink.
2. 1 package 12 or more colored pencils.
3. Two 1-inch binders (you will bring one for first semester and the other for second semester).
4. Around 200 pieces of loose, lined notebook paper (about 2 packages—you don’t need this all at once).
5. OPTIONAL, but recommended: 2 highlighters of different colors.
6. OPTIONAL, but recommended: Pencil pouch to keep everything organized.

**The AP Exam:** **The test is on May 7, 2024.** The exam will take 2 ½ hours and will consist of a 60-minute multiple choice section and a 75-minute free response section. We will be practicing for these questions using questions from previous AP exams. You will receive you AP test score online next July. The maximum score on the test is a 5. For most universities, a 3 is considered passing and you will get college credit. This varies by university, however, so you will need to visit with your university when you are admitted.

**The cost for the test is $98. The fee is due on October 4, 2023.** This fee must be paid in the office. Please let me know if cost is an issue, as we can work with you on paying for the test. There is a reduced fee alternative, and the school can also help pay for tests. I don’t want someone not taking the test because they can’t afford it, so PLEASE see me.

**Homework**: **Expect to have homework every school day for this class. The homework will probably take about 1 hour every other day.** Most of the time, this will be a reading assignment, mainly from the textbook. You will be expected to take notes as you read. At the beginning of each unit, you will receive a unit reading guide that will help you to know what to write as you read. Each homework assignment will be listed on the monthly calendar.

**Canvas:** All homework and class notes will be attached in Canvas. The assignments and notes will organized in Modules by unit. **The first page in each Module will be a “Read Me First” page**, which will summarize the instructions for the Module and link all of the assignments to that Module. **It is recommended that a parent become an observer for the class**, so that they can also see what the class is doing.

**Late Work:** All assignments will be on Canvas. If a student is absent, then the work is due when the student returns for the number of class days the student was absent. For example, if a student is absent three class days, then they have three additional class days to make up the work.

**Make-up Work:** Students get too far behind when work is late. **Therefore, there will be limitations on make-up work**:

1. There is NO make-up for reading quizzes, as they are open note (except for absences).
2. Once the subsequent unit is complete, there is NO make-up of the previous unit.
3. Grades will close three school days before midterm. Unless there are special circumstances, work due before midterm cannot be made up after the midterm deadline.
4. Assignments may be submitted in Canvas only three times.

**Missing Assignments or Errors**: One of the goals of this class is for the student to learn to be responsible for their own education. Students are expected to frequently check their grade on the computer (**once a week is recommended**). If a student believes an assignment has been marked in error, it is that student’s responsibility to talk to me individually on their own time (before or after school or class, NOT in the middle of class). I prefer to deal with a parent or guardian on the issue of a missing assignment after I have first talked with or received an e-mail from the student, but I will always respond to a parent or guardian email or phone call within one school day. If the student does not have the graded assignment to show, I will assume that the assignment was not turned in and the student will receive no credit for the assignment.

**Movie Presentations**: Attached is comprehensive list of the short videos that will be shown this year in APHG. Some of these videos will be watched from Canvas on the students’ own time. If you would like to see a digital copy with links, please go to the main Canvas page for this class. This will allow you to watch each video with its link. **If there are any videos that you object to, please let me know as soon as possible.**

**Controversial Topics**: **Studying population and world disease will require mentions of population controls, including family planning, pro-birth and anti-birth policies, and sex-selective abortions. Also, we will be discussing controversies such as undocumented immigration, and difficult topics such as race and ethnicity, genocide, human trafficking, and the AIDS epidemic.** If parents are uncomfortable with these discussions, parents and I will need to meet to discuss how an alternative can be provided. Students will be expected to be respectful of both sides of these discussions but need also to make their own judgments on these discussions.

**Midterms and End of Term**: All make-up work and tests **must** be in three school days before the end of the midterm or term.

**Plagiarism and Cheating**: Plagiarism is defined as using someone else’s work as your own. This is considered cheating, regardless of the source copied. It is also cheating if you allow someone else to copy your work, even if you originally did the work. Cheating is using any source that is not allowed on an assignment or test. Either plagiarism or cheating will not be tolerated, and any student doing so (including those allowing students to copy their work) will receive an automatic zero grade and “U” in citizenship for the term. Failure to properly cite sources in your work will also result in a zero and a “U.”

**Student Assessments**: We will do a variety of assessment activities this year, including essays, case studies, debates, maps, and research projects. I will publish a calendar each month of upcoming events and assignments.

**Student Evaluations**: There will be a test at the end of each unit, or about every three to four weeks. The tests will be similar to the format of the real AP test—some multiple choice and a Free Response Question for each test. We will also have map tests at the end of each full week until December. We will review the countries in class, but additional studying will need to be done at home.

**Citizenship:** Most students will easily earn at least an S.

1. If a student has four or more late assignments, citizenship will be an N. If a student goes two weeks without a late assignment, one “late” drops off.
2. Ns and Us will be earned for too many tardies (3=N and 4=U); problems with a substitute, extreme disrespect, bullying, and severe negative comments on race, religion, or disability.

**Policies to help the classroom run smoothly:**

1. **Non-school items**: Things which are distracting to me as a teacher or other students are not acceptable and will be confiscated.
2. **Food or drink**: Except for water in clear plastic bottles, there will be no food, drink or gum allowed in the classroom.
3. **Perfumes, body sprays and strong markers:** Due to allergies, please do not spray or wear large amounts of body spray or perfume. Do not use very large markers on assignments—I will not be able to grade them!
4. **Cell Phones:** Per school policy, cell phones are ONLY allowed if the phone is being used with teacher permission for a legitimate educational purpose.
5. **Headphones:** Please DO NOT wear headphones or earbuds in class. The same policy applies to them as it does to cell phones.

**Source Materials:** All transitory materials will be reviewed as per policy 4I-200 1.1.2 Links to resources are not vetted beyond the original page cited.

**Course Topics**: The following is a list of topics we will cover this year, as well as the approximate percentage of questions that will appear on the multiple choice section of the Advanced Placement Test (source: College Board, AP Central, <https://apcentral.collegeboard.org/pdf/ap-human-geography-course-and-exam-description.pdf?course=ap-human-geography>

**Unit 1: “Thinking Geographically:” 8-10% (August and early September) Textbook Reading: Chapters 1-2**

1.1 Introduction to Maps 1.2 Geographic Data

1.3 The Power of Geographic Data 1.4 Spatial Concepts

1.5 Human–Environmental Interaction 1.6 Scales of Analysis

1.7 Regional Analysis

**Unit 2: “Population and Migration Patterns and Processes:” 12-17% (mid-September to end October) Textbook Reading: Chapters 3-5**

2.1 Population Distribution 2.2 Consequences of Population Distribution

2.3 Population Composition 2.4 Population Dynamics

2.5 The Demographic Transition Model 2.6 Malthusian Theory

2.7 Population Policies 2.8 Women and Demographic Change

2.9 Aging Populations 2.10 Causes of Migration

2.11 Forced and Voluntary Migration 2.12 Effects of Migration

**Unit 3: “Cultural Patterns and Processes:” 12-17% (end October to mid-December) Textbook Reading: Chapters 6-8**

3.1 Introduction to Culture Landscapes 3.2 Cultural Patterns

3.3 Types of Diffusion 3.4 Historical Causes of Diffusion

3. 5 Contemporary Causes of Diffusion 3.6. Diffusion of Religion and Language

3.7 Effects of Diffusion

**Unit 4: “Political Patterns and Processes:” 12-17% (mid-December to late January) Textbook Reading: Chapters 9-11**

4.1 Introduction to Political Geography 4.2 Political Processes

4.3 Political Power and Territoriality 4.4 Defining Political Boundaries

4.5 The Function of Political Boundaries 4. 6 Internal Boundaries

4.7 Forms of Governance 4.8 Defining Devolutionary Factors

4. 9 Challenges to Sovereignty 4.10 Consequences of Centrifugal and Centripetal Forces

**Unit 5: “Agricultural and Rural Land-Use Patterns and Processes:” 12-17% (late January to mid-February) Textbook Reading: Chapters 12-14**

5.1 Introduction to Agriculture 5.2 Settlement Patterns and Survey Methods

5.3 Agricultural Origins and Diffusions 5.4 The Second Agricultural Revolution

5.5 The Green Revolution 5.6 Agricultural Production Regions

5.7 Spatial Organization of Agriculture 5.8 Von Thünen Model

5.9 The Global System of Agriculture 5.10 Consequences of Agricultural Practices

5.11 Challenges of Contemporary Agriculture 5.12 Women in Agriculture

**Unit 6: “Cities and Urban Land-Use Patterns and Processes” 12-17% (mid-February to mid-March) Textbook Reading: Chapters 15-17**

6.1 The Origin and Influences of Urbanization 6.2 Cities Across the World

6.3 Cities and Globalization 6.4 The Size and Distribution of Cities

6.5 The Internal Structure of Cities 6.6 Density and Land Use

6.7 Infrastructure 6.8 Urban Sustainability

6.9 Urban Data 6.10 Challenges of Urban Changes

6.11 Challenges of Urban Sustainability

**Unit 7: “Industrial and Development Patterns and Processes” 12-17% (mid-March to mid-April) Textbook Reading: Chapters 18-20**

7.1 The Industrial Revolution 7.2 Economic Sectors and Patterns

7.3 Measures of Development 7.4 Women and Economic Development

7.5 Theories of Development 7.6 Trade and the World Economy

7.7 Changes as a Result of the World Economy 7.8 Sustainable Development

**“Big Ideas:”** AP Human Geography has three “Big Ideas” that we will cover this year. Listed is each Big Idea and an activity we will use to cover that Big Idea. We will be using these Big Ideas a great deal in the course:

**Big Idea 1-- Patterns and Spatial Organization—Unit 5.3 (Agricultural origins and diffusion):** Students will use a large map and pictures of major crops to place those items as “Old World” or “New World” crops, and discuss how these diffused using the Columbian Exchange.

**Big Idea 2-- Impacts and Interactions—Unit 4.3 (Political Power and Territoriality):** Students will read an article on how Gerrymandering has affected the Navajo in southeastern Utah and write about the court case that eliminated Gerrymandering in that area, and its impacts on elections in San Juan County.

**Big Idea 3—Spatial Processes and Societal Change—Unit 3.4 (Historical Causes of Diffusion):** Students will read an article on the Rohingya Muslims and the refugee crisis and genocide occurring there. They will then write about how the situation has caused the Rohingya people to diffuse all over Asia.

**Course Skills:** The following skills are essential parts of this class. Each skill below is listed with one activity we will be using this year that uses that skill, although there will, of course, be multiple chances to use these skills:

**Skill 1: Concepts and Processes (1B): Unit 2.5—The Demographic Transition.** Using sidewalk chalk, students will draw their own demographic transitions and discuss and answer questions about why populations grow the way they do, comparing birth rates, death rates, and Natural Increase rate.

**Skill 2: Spatial Relationships (2B): Unit 3.6—Diffusion of religions and languages.** Students will make a map showing the diffusion of six major world religions, starting from their hearths and working out to the present day.

**Skill 3: Data Analysis (3C): Unit 7.3—Measures of development.** Students will look at the Gini Coefficient numbers for various countries and then compare them to the Poverty Index, and then compare countries with high and low Gini numbers with their poverty rates.

**Skill 4: Source Analysis (4F):** **Unit 1.2 (Visual Data):** Students will look at four different kinds of maps: political, physical, choropleth, and cartogram, and discuss the benefits and limitations of each type of map by writing a Free Response Question that discusses shows these types of maps and asks about those benefits and limitations.

**Skill 5: Scale Analysis (5D) Unit 6.4 (Size and distribution of cities):** Students will look at Salt Lake City and Salt Lake County from multiple scales of analysis, from the city to the county level, and apply various urban development models to each scale, including Sector Model (downtown Salt Lake City), Multiple Nuclei Model (wider Salt Lake City), and Galactic Cities Model (greater Salt Lake County).

**Texts for this course:**

Bednarz, Sarah, Bockenhauer, Mark, and Hiebert, Fred*, Human Geography: A Spatial Perspective,* 1st Ed. Chicago: National Geographic and Cengage, 2021. **This is your main textbook, which will be checked out to you at the beginning of the year to be kept at home for reading notes. We will also have a digital copy for in-class work.**

Rubenstein, James. *The Cultural Landscape: An Introduction to Human Geography*. 11th Ed. Boston: Prentice Hall, 2013. You will each have a copy of this book for at-home assignments. **This will be used for images and maps.**

*Nystrom Desk Atlas, 2018 edition*

**Magazine and newspaper article sources:**

*Salt Lake Tribune, The Economist, British Broadcasting Company, National Geographic, New York Times, CNN, Washington Post, the United Nations, TED Talks, and Al Jazeera* for case studies.

**Data Sources:**

Worldmapper.org [**https://worldmapper.org/**](https://worldmapper.org/)

Population Reference Bureau <https://www.prb.org/>

**Mapping Source:**

National Geographic MapMaker <https://mapmaker.nationalgeographic.org/>

**Office Hours**: To ask questions or make-up tests, I will be in the classroom from 3:00-3:45 pm every day. Passes for the late bus will be available if needed. Please see me if you need to work on an assignment at a different time.

**Contact:** Please do not hesitate to contact me if you have any questions. I am available from 7:40-8:00 am, and 3:00-3:45 pm. Call the school at 402-6700, or use my e-mail: jbaker@dsdmail.net.