

**FRIDAY HARBOR HIGH SCHOOL  
SCHOOL YEAR 2022-2023**

**MS. CALDWELL**

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**OFFICE HOURS:** TUESDAY/THURSDAY 7:10AM-8:10AM OR BY APPT. (ZOOM OH IS AVAILABLE IF PREFERRED)

## **Course Description**

AP® Human Geography is a yearlong course that contains seven units of study as outlined in the 2019 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.

To assess your knowledge of each part of each unit in AP Human Geography and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Free Response Questions, Standard Content-based Multiple-Choice Questions, and Stimulus-based Multiple Choice Questions.

A main objective of this course is to prepare the student for the AP national exam administered on **May 4th, 2023 @ 8am** by the College Board. The breadth and content of the curriculum for this course matches that of the College Board's exam. Students are responsible for registering for this exam on time and for paying the College Board's fee (about \$95). Fee reduction and scholarship funds may be available to students with financial hardship. For more information on the College Board's Advanced Placement program, visit their website at [www.collegeboard.com](http://www.collegeboard.com) and click on 'AP.'

## **Content and Themes**

The AP Human Geography course is divided into seven units:

**Unit 1:** Thinking Geographically

**Unit 2:** Populations and Migration Patterns and Processes

**Unit 3:** Cultural Patterns and Processes

**Unit 4:** Political Patterns and Processes

**Unit 5:** Agricultural and Land-use Patterns and Processes

**Unit 6:** Industrial and Economic Development Patterns and Processes

**Unit 7:** Cities and Urban Land-use Patterns and Processes

A detailed description of each period is provided at the end of this syllabus. Rather than simply memorizing chronologies and information, students will be taught to analyze, in writing and discussion, the processes and causes affecting the stream of continuity and change during each unit, utilizing the techniques and resources of a professional historian and geographer. During each unit, we will jump across various geographic regions of the world and explore six major themes (InSPECT) which will be addressed throughout the course:

- **I**nteractions with Environment
- **S**ocietal changes and patterns
- **P**olitical patterns
- **E**conomic patterns
- **C**ultural continuities and changes
- **T**echnological changes

## Class Policies and Procedures

**Required Materials. All materials are expected to be with you every day. These materials are the tools you will need to learn and engage with the material:**

1. Chromebook with charger
2. Notebook for this class only. This cannot be a section in a notebook or loose paper. Spiral ring or composition notebook **only**.
3. A folder, binder or section in your binder to keep handouts for this class.
4. Highlighters (at least 4 different colors)

### **Required Books:**

The main text from the textbook (Rubenstein, *The Cultural Landscape, 11e*) will be **provided** digitally to students by Ms. Caldwell and will not need to be purchased.

Required Supplemental Reading: You **MUST** buy or check out from a library the following book before the dates stated. If you are unable to get the following book, please let Ms. Caldwell know as soon as possible:

- **DUE BY 9/16:** *AMSCO Advanced Placement, AP Human Geography*, 2nd edition, David Palmer. Perfection Learning, 2021.

All other supplemental reading materials will be **provided** by Ms. Caldwell throughout the year. The following materials will be used, but are not limited to the following:

- Articles from The New York Times, The Wall Street Journal, The Economist, National Geographic, Vox, Vice, and The Atlantic Monthly
- Rand McNally Desk Atlas, 2016
- Supplemental readings shall include but not be limited to selections from the writings of Wallenstein, Mumford, Braudel, Friedman, Marx, Engels, Krugman, McNeil, and

## Grading and Classroom Policies

Summative - 50%	Formative - 40%	Participation - 10%
<ul style="list-style-type: none"> <li>- Exams</li> <li>- Projects - <i>Sometimes projects are collaborative, in those cases, students receive a grade as a group and as an individual</i></li> <li>- Essays</li> </ul>	<ul style="list-style-type: none"> <li>- Homework</li> <li>- Classwork</li> <li>- Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Active Participation</u> includes answering questions in class, discussion, collaboration with peers</li> <li>- <u>Passive participation</u> includes engaged listening (aka not falling asleep or distracted by work that is not for class), cleaning up after oneself</li> <li>- <u>Present participation</u> includes being in class, on time, and having all class materials ready for use (this includes having your Chromebook charged!)</li> </ul>

### Homework:

Homework should be expected 2-3 times a week, including over weekends. The College Board estimates that the average successful AP Human Geography student will spend about **two to three hours per week on homework for this course**. Most often, this homework will involve reading, watching a lecture, or a worksheet paired with note-taking. Readings will average from 5 to 10 pages per week. Students are required to take notes and annotate all reading assignments. The assigned reading and associated notes must be completed on the due date of which they are assigned - before class begins. Often, we go over homework in class where the student is allowed to change their responses before a final submission at 11:59pm - this does not excuse the student from not having work done before class begins. You will not be able to engage in class, if you don't complete the homework BEFORE coming to class. It is critical that students utilize good self-discipline and time management techniques. Readings from other sources will also be provided and assigned in class as needed. In addition to the assigned reading, students should expect weekly writing assignments that reflect the style and format of free response writings required on the AP national exam. Lastly, there may be time when students can work on homework in class, but this is not guaranteed.

### Exams & Quizzes:

**Quizzes** will be given throughout or at the end of each week on the reading, key terms, and class discussions. These short assessments will comprise a significant portion of the student's overall formative grade. **Unit exams** will follow each of the nine units of study.

These unit exams will be in the style of the AP national exam, composed of both multiple choice and free response essay questions. Additionally, a **final cumulative exam** will be given the last week each semester.

### **Note taking:**

Note taking is a necessary part of this course. Geography is broad and expansive, and we have a lot of it to learn before May. At times, it is the most efficient way for students to receive information. Notes can be taken in class or at home depending on how they are assigned. Some lectures are by Ms. Caldwell, others are done by professionals online. Regardless, **all notes must be hand-written in a notebook in Cornell-note style**. Not loose-leaf, not in a binder, not typed - in a special notebook reserved just for AP Human Geography notes. Note taking is a skill that will follow you for the rest of your life. More and more science points to the fact that digital note taking does not allow the brain to comprehend information in the same manner as handwriting notes. Random notebook checks will occur and are a part of your present participation grade.

### **Late-Assignments:**

Late assignments will be accepted with a 5% penalty each day the work is late and will be accepted for up to two weeks after the original due date, with no credit received beyond that time period.

### **Make-ups:**

For regular absences, quizzes, notes, and other assignments are due within **one week** of return with no penalty. Longer absences may be negotiated. It is up to the student to complete missed assignments. All curriculum schedules are on the class website. If you know you are going to be absent for any reason, **do not email Ms. Caldwell** (unless you have a question about how to complete the work) - just look up what you have missed on the website.

### **Reassessments/Retakes:**

Students can retake any quiz or exam within **two weeks** of the original assessment date. Students must organize a date outside of class time to retake the assessment. Students will receive the higher of the two scores in the gradebook.

### **Extra Credit:**

No extra credit will be given throughout the year but can be “bought” with Caldwell Cash on Fridays and can only be applied to classwork or homework assignments, **not** quizzes, projects, or exams.

### **Plagiarism and Cheating:**

Plagiarism or cheating of any kind is unacceptable. All members involved with plagiarism or cheating will receive zeros on plagiarized assignments. In addition, students involved will be required to do the following:

1. Redo the assignment on their own for no more than 75% credit.
2. Type a two-page essay in MLA format answering the following prompt: "***I chose to plagiarize/cheat on this assignment because...***" or "***I allowed someone else to plagiarize/cheat off of my assignment because...***" This should be answered honestly as a form of restoration, not to shame the student. There are millions of different reasons why students cheat, and often it comes down to a lack of reflection on this decision; it's often an impulse or due to peer pressure. By writing a reflection and reasoning behind the choice, it encourages the student to think about their decisions in an intentional manner. Practicing reflection and intention supports growth and changes behaviors for the future.
3. A copy of the short essay will be given to Ms. Hillman and the student(s)' parent or guardian.

### **Cell Phone Policy:**

Cell phones will be stored on the cell phone rack in class before the start of each day. This is how Ms. Caldwell will take attendance each day. If you do not have a cell phone, this needs to be communicated to Ms. Caldwell on Day 1. If your cell phone has been removed from your possession by a parent or guardian or the school, please have your parent communicate this to Ms. Caldwell as soon as possible.

Cell phones are never to be used without permission from Ms. Caldwell. Your cell phone will rarely be used for academic purposes in class. If you are expecting a call or text from a parent or guardian, please have them call the front office instead.

### **Food Policy:**

Students are **not allowed** to eat any food during class time. Students are allowed to drink water, coffee, or tea **only** during class. Students are allowed to consume food and drink in the classroom during the **lunch period, only**. All food wrappers, products, and items must be thrown away **outside of the classroom** at the end of the lunch period.

### **Bathroom Policy:**

Students are allowed to use the restroom **after** the first 15 minutes of class and before the **last** 15 minutes of class. Students must sign out of class on the "Bathroom Sign Out" sheet and take the bathroom pass with them and then sign back in when they return from the restroom. If a student wants to use the restroom during the 15 minute boundaries, they must use "Caldwell Cash" to "buy" a pass for \$50 to use the restroom during that time. Emergencies happen and exceptions can be made, but this bathroom policy is set to limit the amount of time students spend outside of class, keeping them consistently engaged.

### **Writing Assignments:**

There are three constructed-response questions that will be presented on the AP national exam called the Free Response Question or **The FRQs**. During this course, students will receive substantial instruction and practice time on various formats for constructed response and essay-writing. Students will learn to demonstrate their clear understanding of historical and geographical concepts in a format suitable to each type of exam question. Practice assignments will focus on *analysis* and *evaluation* rather than simple description. During the second half of the course, students will develop skills in the analysis and

interpretation of historical and geographic scholarship. Various historiographic and geographic techniques will be presented in supplementary readings. Students will learn to weigh all contributing factors to a given piece of writing, and will translate this skill to a successful approach to free responses questions. Students will also learn to evaluate their own essays using the same criteria as a College Board exam rater.

The FRQ is an essay where the student must construct and defend a thesis appropriate to the question being asked. On the AP exam, students will get three prompts: **1 with no stimuli or sources to reference, 2 with stimuli (like a data, map, or image)**. The student must defend the thesis with evidence learned over the course of study. Students should expect a *minimum* of **two graded essay assignments per quarter**, and each unit exam will include one or more writing prompts in the style of the AP national exam that will constitute approximately 50 percent of the overall exam grade. In addition, students will be given the opportunity to review and evaluate several sample essays provided by the College Board from previously administered exams.

## Curriculum Outline

### **Unit I: Geography: Its Nature and Perspectives (September)**

- Geography as a field of inquiry
- Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- Key geographical skills
  - How to use and think about maps and geospatial data
  - How to understand and interpret the implications of associations among phenomena in places
  - How to recognize and interpret at different scales the relationships among patterns and processes
  - How to define regions and evaluate the regionalization process
  - How to characterize and analyze changing interconnections among places
- Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- Identification of major world regions

### **Unit II: Population & Migration Patterns and Processes (September - October)**

- Geographical analysis of population
  - Density, distribution, and scale
  - Implications of various densities and distributions
  - Composition: age, sex, income, education, and ethnicity
  - Patterns of fertility, mortality, and health
- Population growth and decline over time and space
  - Historical trends and projections for the future
  - Theories of population growth and decline, including the Demographic Transition Model
  - Regional variations of demographic transition
  - Effects of national population policies: promoting population growth in some countries or reducing fertility rates in others
  - Environmental impacts of population change on water use, food supplies, biodiversity, the atmosphere, and climate
  - Population and natural hazards: impacts on policy, economy, and society
- Migration
  - Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban
  - Major historical migrations

- Push and pull factors, and migration in relation to employment and quality of life
- Refugees, asylum seekers, and internally displaced persons
- Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies; remittances

### Unit III: Cultural Patterns and Processes (November - December)

- Concepts of culture
  - Culture traits
  - Diffusion patterns
  - Acculturation, assimilation, and multiculturalism
  - Cultural region, vernacular regions, and culture hearths
  - Globalization and the effects of technology on cultures
- Cultural differences and regional patterns
  - Language and communications
  - Religion and sacred space
  - Ethnicity and nationalism
  - Cultural differences in attitudes toward gender
  - Popular and folk culture
  - Cultural conflicts, and law and policy to protect culture
- Cultural landscapes and cultural identity
  - Symbolic landscapes and sense of place
  - The formation of identity and place making
  - Differences in cultural attitudes and practices toward the environment
  - Indigenous peoples

### Unit IV: Political Organization of Space (January)

- Territorial dimensions of politic
  - The concepts of political power and territoriality
  - The nature, meaning, and function of boundaries
  - Influences of boundaries on identity, interaction, and exchange
  - Federal and unitary states, confederations, centralized government, and forms of governance
  - Spatial relationships between political systems and patterns of ethnicity, economy, and gender
  - Political ecology: impacts of law and policy on the environment and environmental justice
- Evolution of the contemporary political pattern
  - The nation-state concept
  - Colonialism and imperialism
  - Democratization
  - Fall of communism and legacy of the Cold War
  - Patterns of local, regional, and metropolitan governance
- Changes and challenges to political-territorial arrangements
  - Changing nature of sovereignty
  - Fragmentation, unification, and cooperation
  - Supranationalism and international alliances
  - Devolution of countries: centripetal and centrifugal forces
  - Electoral geography: redistricting and gerrymandering
  - Armed conflicts, war, and terrorism

**\*Semester Project:** Political Issues Project and Model UN - Students select a current political issue (e.g., war, civil conflict, border dispute, independence movement) to research. Each student writes an essay, using appropriate maps and providing classmates with copies of a one page summary via the class website. Then, students will present their current political issue to a mock United Nations for review by their peers.

**\*\* Semester I Final (Units 1-3 only)\*\***

**Final is a written exam that includes 50 multiple choice questions and 2 FRQs**

**Final is worth 10% of your final semester grade**

### Unit V: Agriculture, Food Production, and Rural Land Use (February-March)

- Development and diffusion of agriculture
  - Neolithic Agricultural Revolution
  - Second Agricultural Revolution

- Green Revolution
- Large-scale commercial agriculture and agribusiness
- Major agricultural production regions
  - Agricultural systems associated with major bioclimatic zones
  - Variations within major zones and effects of markets
  - Interdependence among regions of food production and consumption
- Rural land use and settlement patterns
  - Models of agricultural land use, including von Thünen's model
  - Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
  - Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
  - Roles of women in agricultural production and farming communities
- Issues in contemporary commercial agriculture
  - Biotechnology, including genetically modified organisms (GMO)
  - Spatial organization of industrial agriculture, including the transition in land use to large scale commercial farming and factors affecting the location of processing facilities
  - Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
  - Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
  - Global food distribution, malnutrition, and famine

## **Unit VI: Industrialization and Economic Development (March)**

- Growth and diffusion of industrialization
  - The changing roles of energy and technology
  - Industrial Revolution
  - Models of economic development: Rostow's Stages of Economic Growth and Wallerstein's World Systems Theory
  - Geographic critiques of models of industrial location: bid rent, Weber's comparative costs of transportation and industrial location in relation to resources, location of retailing and service industries, and local economic development within competitive global systems of corporations and finance
- Social and economic measures of development
  - Gross domestic product and GDP per capita
  - Human Development Index
  - Gender Inequality Index
  - Income disparity and the Gini coefficient
  - Changes in fertility and mortality
  - Access to health care, education, utilities, and sanitation
- Contemporary patterns and impacts of industrialization and development
  - Spatial organization of the world economy
  - Variations in levels of development (uneven development)
  - Deindustrialization, economic restructuring, and the rise of service and high technology economies
  - Globalization, manufacturing in newly industrialized countries (NICs), and the international division of labor
  - Natural resource depletion, pollution, and climate change
  - Sustainable development
  - Government development initiatives: local, regional, and national policies
  - Women in development and gender equity in the workforce

## **VII: Cities and Urban Land Use (April)**

- Development and character of cities
  - Origin of cities; site and situation characteristics
  - Forces driving urbanization
  - Borchert's epochs of urban transportation development
  - World cities and megacities
  - Suburbanization processes
- Models of urban hierarchies: reasons for the distribution and size of cities
  - Gravity model
  - Christaller's central place theory
  - Rank-size rule

- Primate cities
- Models of internal city structure and urban development: strengths and limitations of models
  - Burgess concentric zone model
  - Hoyt sector model
  - Harris and Ullman multiple nuclei model
  - Galactic city model
  - Models of cities in Latin America, North Africa and the Middle East, Sub-Saharan Africa, East Asia, and South Asia
- Built environment and social space Types of residential buildings
  - Transportation and utility infrastructure
  - Political organization of urban areas
  - Urban planning and design (e.g., gated communities, New Urbanism, and smart-growth policies)
  - Census data on urban ethnicity, gender, migration, and socioeconomic status
  - Characteristics and types of edge cities: boomburbs, greenfields, uptowns
- Contemporary urban issues
  - Housing and insurance discrimination, and access to food stores
  - Changing demographic, employment, and social structures
  - Uneven development, zones of abandonment, disamenity, and gentrification
  - Suburban sprawl and urban sustainability problems: land and energy use, cost of expanding public education services, home financing and debt crises
  - Urban environmental issues: transportation, sanitation, air and water quality, remediation of brownfields, and farmland protection

### Unit VIII: AP Review (April-May)

- In Class Review
  - Kahoot!, Gimkit, Jeopardy
  - Practice Essays/Timed Question Review
  - Content Review
- Out of Class Review
  - Study Guides
  - Live Zoom Sessions/Office Hours
  - Study Groups
  - Practice Exams
- Mock Exams
  - 3 Mock Exams will be available to take with Ms. Caldwell on 2 separate Saturdays (Dates TBD)
- **AP HUMAN GEOGRAPHY EXAM: Thursday, MAY 4th @ 8am**

**\*\* Semester II Final (Culminating Project)\*\***  
**Final is a Current Events Presentation Project (non-group)**  
**Final is worth 10% of your final semester grade**

## Structure of and Information on the AP Human Geography Exam

The AP Human Geography exam takes about 2 hours and 15 minutes to complete. You will take this exam with your classmates in the library with a proctor on **Thursday, May 4th, 2023 @ 8am**. The AP HuG Exam is structured as follows:

### Section I: Multiple Choice

60 Questions | 1 Hour | 50% of Exam Score

- Individual questions.
- Set-based questions.
  - Approximately 30%–40% of the multiple-choice questions will reference stimulus material, including maps, tables, charts, graphs, images, infographics, and/or landscapes, roughly evenly divided between quantitative and qualitative sources.

## Section II: Free Response

3 Questions | 1 Hour 15 Minutes | 50% of Exam Score

- Each free-response question presents students with an authentic geographic situation or scenario and assesses students' ability to describe, explain, and apply geographic concepts, processes, or models, as they analyze geographic patterns, relationships, and outcomes in applied contexts.
  - Question 1 does not include any stimuli.
  - Question 2 includes 1 stimulus (data, image, or map).
  - Question 3 includes 2 stimuli (data, images, and/or maps).
- At least one of the free-response questions assess students' ability to analyze across geographic scales to explain spatial relationships.

### How do AP Exams work?

An AP class is a course that prepares students for a culminating exam in May. The AP exam is created and distributed by the Collegeboard - a conglomerate company that distributes almost all standardized examinations worldwide (like the SAT and ACT!) The Collegeboard employs teachers, professors, and experts in the field of the exam content to create an exam that accurately reflects the student's ability to perform at a collegiate level for an undergraduate, lower level course.

Scoring: Every AP exam is scored out of 5 points. To "pass" the AP exam, a student must receive a 3, 4, or 5 on the AP exam. These scores **DO NOT** determine the grade of the student in the course throughout the year.

When a student "passes" the AP exam, that score is transferred to universities as "credits." The purpose of taking an AP exam is to create a surplus of college general education credits so when the student goes to college they can begin taking higher level courses and save money.

 Let's break it down:

- The average college class (class, not course - this means each lecture or seminar) costs on average **\$300-\$500**
- Over the course of a quarter or semester, a student could pay anywhere from **\$1,000-\$5,000** for just **one course**
- By passing the AP exam, with a 3, 4, or 5, a college will convert the student's score into credits which will remove the requirement to take a lower-level GE course saving the student that \$1,000-\$5,000. If a student has passed multiple AP exams, that is even more money in their pocket or they can even graduate early, take on a 5th year Masters program, or add an additional degree! Point being, passing AP exams opens up many opportunities!

### What happens if I don't pass the AP exam?

- Nothing. Things will go on as normal.
- You still get to wake up the next morning and live your life.
- Your grade in class is **NOT** affected.
- Ms. Caldwell still loves you.
- **Common myth:** Colleges look at your AP scores for admission. **FALSE: You can still get into college regardless if you pass your AP exams. The grade on your transcript in an AP class is valued more than the exam score.**
- **Common myth:** Colleges don't take 3s. **FALSE:** I don't know who or what has said this,

but they are WRONG. A 3 is passing, a 4 is really, really good, and a 5 is so phenomenal that it's actually incredibly rare to receive. **SOME PRIVATE UNIVERSITIES** do not accept 3s because they are PRIVATE schools that rely on the tuition of their students to function. The more ways they can make you pay, the better for the university. Do not let a private university make you feel like you failed just because they're trying to take as much money from you as possible. **All public universities accept 3s, 4s, and 5s.** (And some public universities will even give you college credit without passing the exam, just having the AP course - and a good grade - on your transcript is enough!)

### **Disclaimer**

All parts of this syllabus can be changed under the discretion of the instructor. If the syllabus is to change, the teacher will inform students of all changes made.