

The Dalles High School Course Syllabus



Course Name: Honors Human Geography

Instructor: Jordan Rowland

Location: Room 114

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Office Hours: 3:05-3:30 PM

Course Description

AP Human Geography introduces 9th-grade students to the foundational concepts of human geography at a college level. This course is structured thematically, focusing on key subfields such as economic, cultural, political, and urban geography. Students will explore spatial patterns and processes, engage in problem-oriented analysis, and examine real-world case studies from diverse global regions. Emphasis is placed on understanding contemporary global issues through the lens of history, with topics like globalization, colonization, and human-environment interactions shaping the analysis of places, regions, and cultural landscapes.

Course Content and Standards

Standard		Standard	
1	Patterns and Spatial Organization: Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.	5	Spatial Relationships: analyze geographic patterns, relationships, and outcomes in applied contexts.

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2	Impacts and Interactions: Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.	6	Data Analysis: Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
3	Spatial Process and Societal Change: A spatial perspective allows for focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organizations and their environmental consequences.	7	Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g. satellite, photographs, cartoons), and landscapes.
4	Concepts and Processes: Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.	8	Scale Analysis: Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Adopted Curriculum, Digital or Printed Textbooks and Readings

Textbook: The Cultural Landscape An Introduction to Human Geography. AP Edition/13th edition by James M Rubenstein.

Technology Requirements

This course will be using Google Classroom as the main source of how to access the documents required for the duration of the class. Various videos will be viewed via YouTube. Students will utilize [typing.com](https://www.typing.com) to prepare for the 21st century.

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Grading

Students earn credit by receiving at least 60% or higher points on all assignments and assessments.

80% of your grade comes from assessments: essays, quizzes, tests, and projects. 20% of your points will come from typing.com, classwork, and homework.

- 100-86% = A (mastery) (Student has demonstrated mastery by earning 90% or higher of the total points possible for the course)
- 85-76% = B (advanced proficiency) (Student has demonstrated advanced proficiency by earning 80-89% of the total points possible for the course)
- 75-66% = C (proficiency) (Student has demonstrated proficiency by earning 70% or higher on each assessment) or 70-79% of the total points possible for the course.
- 65-56% = D (emerging) (Student has not mastered the content but has earned credit for the course.
- 55-0% = F (Failing) No credit will be earned for this low point total and percentage.

Test Corrections

Map Quizzes: If you want to retake a map quiz, I will average the original score with your second score. If the test is worth 10 points, you scored 5 out of 10 on the original test, you may retake and if you scored 9 out of 10, your new quiz score would be 7 out of 10 points.

Unit Tests: You can do test corrections on all unit tests. A form on Google Classroom will be posted after each test. You must follow the directions provided and complete all the required items.

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Classroom Expectations

You will need:

- Three-ring binder with your materials
- Chromebook fully charged at the start of each day
- You will need regular pencils/colored pencils/markers/glue sticks for some projects but there will also be some available in the classroom.
- For some projects, you MAY bring in additional materials as directed by your teacher (cardboard, construction paper, etc). Some materials will be provided.

Expectations:

- Be on time, on-task, and prepared to learn every day
- Keep all electronics away
- Be responsible for your learning (use your time wisely)
- Respect: Me, the classroom, and other students
- Listen when I am talking or another student is sharing
- Follow all directions
- Work quietly and do not disturb others
- Show RESPECT for school and personal property
- Work and play in a safe manner

Submitting Classwork and Assessments

There are two places where we will be turning in classwork assignments and assessments. All online assignments will be turned in using Google Classroom. Anything on paper/projects/tests will be turned into the appropriate class box by the front door.

Late Classwork and Assessments

If you have circumstances that make it difficult to turn in an assignment on time, BE PROACTIVE, and contact the teacher by email or in person. If an assignment is turned in late, a max of 80% will be given if turned in within a week of the due date. A max of 50% will be given if turned in past a week of the

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due date, but must be turned in before the unit assessment, or will not be counted towards the grade.

Extra Support

Please utilize Teacher Access Time after school for additional help. TAT is from 3:05- 3:30 every day except Wednesday.

Communicating with Parents

In addition to the school-wide systems of PowerSchool, Parent Square, Progress Reports, and Report Cards, parents will be notified by phone or email if there is a concern about their student.

I have read and agree to the expectations outlined in the syllabus. **Save** for reference.

Printed Name: _____

Signature: _____

Date: _____