

AP HUMAN GEOGRAPHY A

Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the ‘Course Home’ for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don’t receive a response within that time frame, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE DESCRIPTION

The curriculum for this two-semester course consists of topics drawn from seven interrelated units of study outlined in the *AP Human Geography Course Description* booklet published by the College Board. The purpose of the course is to utilize geographic processes to systematically study and understand the following concepts:

- Geography
- Population and Migration
- Cultural Patterns
- Agriculture, food and rural land use
- Industrialization and Economic Development
- Cities and Urban Land Use

COURSE GOALS

At the end of this course, students will be able to:

- Demonstrate a comprehensive understanding of the key concepts, theories, and methodologies used in human geography, allowing them to analyze and interpret spatial patterns and relationships in human activities.

- Apply geographical thinking to explore the interactions between human societies and their environments, evaluating the ways in which people modify, adapt to, and shape the landscapes around them.
- Investigate the complexities of population distribution, migration patterns, and demographic changes across the globe, enabling them to analyze the implications for social, economic, and political systems.
- students will be able to: Examine the processes of cultural diffusion, assimilation, and cultural landscape transformation, equipping them with the ability to recognize how societies' beliefs, behaviors, and symbols impact the built environment.
- Evaluate the economic activities, trade patterns, and urbanization trends that shape human development, allowing them to assess the factors influencing disparities in wealth and quality of life.
- Analyze the challenges of political organization, governance, and international relations, helping them understand how political boundaries, sovereignty, and conflicts influence the global landscape.
- Understand the complexities of contemporary environmental issues, including resource management, sustainability, and climate change, enabling them to appreciate the interconnectedness of human societies and the natural world.
- Utilize geographic information systems (GIS) and other spatial technologies to collect, analyze, and present geographic data effectively, enhancing their skills in visualizing and communicating geographical information.
- Engage critically with diverse viewpoints and perspectives on global issues, fostering their ability to participate in informed discussions and debates about the complex interactions of human geography.
- Prepare for success on the AP Human Geography exam by mastering the content, skills, and analytical techniques covered in the course, positioning themselves for continued academic achievement and a deeper understanding of our world's interconnectedness.

STANDARDS MET

This course meets the following California state standards. Specific standards met for each assignment are listed with the assignment in the course itself.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Throughout the blocks, students will be showcasing and exercising the following skills:

- Evaluate with supporting evidence
- Recall/describe and explain assumptions
- Interpret a plan of attack
- Recognize trends over time
- Classify essential results of compromise, solutions, policies
- Construct meaningful arguments from conflicting sides
- Defend and justify arguments
- Evaluate and critique government policy and how it related to geography

Below is a summary of the topics of study covered in this course:

Unit 1: Thinking Geographically

- Block 1 - What is Geography?
 - Block 1 Assignment 1 - Google Earth
 - Block 1 Assignment 2 - Mental Map of Your Hometown Activity
- Block 2 - Globalization - Patterns and Processes
 - Block 2 - Map Practice
 - Block 2 Assignment - FRQ Assessment

Unit 2: Population, Migration Processes and Patterns

- Block 3 - Population Distribution
 - Block 3 Assignment - Population Distribution
- Block 4 - Population and Growth - The DTM Model
 - Block 4 Assignment - Demographic Transition Model Practice
- Block 5 - Migration
 - Block 5 Assignment - Migration FRQ
- Block 6 - Big Ideas in AP Human Geography Project

Unit 3: Cultural Patterns and Processes

- Block 7 - Concepts of Culture and Diffusion
 - Block 7 Assignment - Music Research Assignment
- Block 8 - Language and Culture
 - Block 8 Assignment 1- Language Stations
 - Block 8 Assignment 2 - Language Map
- Block 9 - Religious and Ethnic Landscapes
 - Unit 3 Assessment
 - Block 9 Assignment - Bruised Borders
 - Block 9 Religion Research Presentation

Unit 4: Political Processes and Patterns

- Block 10 - The Shape of the Political Map
 - Block 10 - Border Dispute Project
 - Block 10 Assignment - Gerrymandering
- Block 11 - Territory, Power and Boundaries
 - Block 11 - Political Organizations
- Block 12 - Globalization Revisited
 - Block 12 Assignment - Current Event Presentation
- Block 13 - Unit Exam and Project

Semester Project- Global Issues

- Blocks 14-16
 - Global Issues Case Study

RESOURCES/MATERIALS USED IN THIS COURSE

All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via email, discussion boards (or other

communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chat room settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)