

Armuchee High School
Advanced Placement Human Geography
2025-2026 Syllabus
Instructor: Michael Dougherty Ed.S.
Exam Date: May 5, 2026

Phone: 706.236.1888

Email: mdougherty@floydboe.net ** Preferred method of communication

I will respond as quickly as I am able to your communication.

Course description: Advanced Placement Human geography (APHG) is an introductory college course in human geography. The exam assumes that you have taken the equivalent of one semester of college-level preparation- please understand that Atherton conducts this course full year. You will be introduced to a systematic study of patterns and processes that have shaped human's understanding, use and alteration of Earth's surface. You will look spatially at Earth to analyze human's organization of space and the environmental, social and political consequences of these decisions. You will look at patterns across the cultural landscape, identifying trends and anticipate future phenomena. You will use different methods and tools geographers use in their science and practice.

STANDARDS

Upon completion of the APHG course students should be able to:

1. Use and think about maps and spatial data;
2. Understand and interpret the implications of association among phenomena in places;
3. Recognize and interpret at different scales the relationships among patterns and processes;
4. Define regions and evaluate the regionalization process;
5. Characterize and analyze changing interconnections among places.

This curriculum reflects the goals of the National Geography Standards (2012).

Prerequisites:

There are no prerequisites for AP Human Geography. Students should be able to read college level texts and write grammatically correct, complete sentences.

GOAL FOR APHG CURRICULUM

The College Board goal for APHG students is to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship. The content is presented thematically rather than regionally and is organized around the discipline's main

subfields: economic geography, cultural geography, and urban geography. The approach is spatial and problem-oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonization, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Topics Covered in APHG

1. Unit 1: Thinking Geographically;
2. Unit 2: Population and Migration Patterns and Processes;
3. Unit 3: Cultural Patterns and Processes;
4. Unit 4: Political Patterns and Processes;
5. Unit 5: Agriculture and rural Land-Use Patterns and Process;
6. Unit 6: Cities and Urban Land-Use Patterns and Process;
7. Unit 7: Industrial and Economic Development patterns and Process.

More specifically, we will discuss these issues within the above-mentioned topics:

1. Problems of economic development and cultural change;
2. Consequences of population growth, changing fertility rates, and international migration;
3. Impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life;
4. Struggles over political power and control of territory;
5. Conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies;
6. Explanations of why location matters agricultural land use, industrial development, and urban problems;
7. The role of climate change and environmental abuses in shaping the human landscapes on earth.

Each unit will expose students to “Big Ideas” and how they spiral across the units, in order that students encounter and improve their knowledge, skills and understanding as the big ideas become more complex. These “big ideas” spiral throughout the course and students will be expected to learn them, understand them and use them.

The “Big Ideas” are: Patterns and Spatial Organization (PSO); Impacts and Interactions (IMP); and Spatial Processes and Societal Change (SPS).

Big Idea 1: PSO- Spatial patterns and organization of human society are arranged according to political, historical, cultural and economic factors;

Big Idea 2: IMP- Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions;

Big Idea 3: SPS- A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and the environmental consequences.

Textbooks Used:

deBlij, H.J. and Murphy, Alexander B. Human Geography: Culture, Society and Space, 10th ed, New York: Wiley (2017);

Fellman, Jerome, and Gettis, Arthur. Human Geography: Landscapes of Human Activities, 10th ed. Boston (2008);

Jordan-Bychkov, Terry and Domish, Mona, The Human Mosaic: A Thematic Introduction to Cultural Geography, 10th ed. New York: Freeman (2008);

Palmer, David. Amsco Human Geography (2018);

Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography, 12th ed. Upper Saddle River, NJ Prentice Hall, (2016). Each student is loaned a copy of this text that must be returned to Atherton. Additionally, we have purchased a workbook for their use that becomes student property.

I reserve the right to use additional sources to prepare lessons, as no textbook contains all the necessary information to access this course.

Teaching Strategies:

This course will feature a mixture of lecture, Socratic Dialogue, instructional video, and student activities.

Homework will be nightly, predominantly reading the assigned textbook in order to facilitate deep classroom discussions to extend understanding and clear up misconceptions.

GRADING/STUDENT EVALUATION

Categories of academic grades Component for each category

Engagement- 20% Participation, classwork

Progression-30% HW, DYRT, Binder checks, Vocab check

Mastery- 50% Chapter/unit exams, location and research papers

GRADING SCALE

A	90-100
B	80-89
C	70-79
F	69 below

Specifically, the students can anticipate the following assessments/assignments during each unit of study:

1. Reading checks for assigned homework
2. DYRT quizzes 4 times per chapter
3. Vocabulary cards each chapter
4. Binder check each chapter
5. Two research papers- fall and spring
6. Chapter/unit/midterm exams*

Chapter/unit exams will make use of both multiple choice and free response (FRQ) questions. This process enables the students to become familiar with more difficult and complex critical thinking under realistic time constraints.

Please note once again that homework is assigned continually in order to reach all of the components of this course prior to the exam in May. It is our goal to have built in time for review at the end of the course, generally the two-three weeks prior to the exam. This is subject to school closures.

PACING GUIDE FOR UNIT STUDY

August- 8-10%/exam	Unit 1	Thinking Geographically 9-10 class periods
September-October 12-17%/exam	Unit 2	Population & Migration 19-20 class periods
October-November 12-17%/exam	Unit 3	Cultural Patterns & Process 19-20 class periods
December-January 12-17%/exam	Unit 4	Political Patterns & Process 19-20 class periods
February-March 12-17%/exam	Unit 5	Agriculture & Rural Land Use Patterns & Process 19-20 class Periods
March -April 12-17% exam	Unit 6	Cities & Urban Land Use Patterns & Process 19-20 Class Periods
April 12-17%/exam	Unit 7	Industrial & Economic Development Patterns & Process 19-20 Class periods
May-		REVIEW of entire curriculum, based on student needs- based On personal progress checks throughout the year.

Note to Students and Parents:

New for the College Board: Personal Progress Checks (PPC).

These will be assigned as homework at the end of each unit. They contain formative *multiple-choice questions and free response questions. The feedback from the PPC will show the student areas they need to focus on. They range from 20-35 multiple-choice questions and the FRQ will be: no stimulus, 1 stimulus or 2 stimuli. Stimulus is defined as a graph, picture or chart.

- These formative progress checks will not be graded or placed in IC; however, reports will be generated, and a completion grade will be entered as a homework grade in engagement.

“Our students and our world is in desperate need of geographic awareness, spatial thinking, and cultural understanding. This is truly a great time to be a geography educator; the world is changing faster than ever before and the forces that shape places are far more dynamic and complex than ever before. The 21st Century is and will be a time that desperately needs more young people to develop their spatial analysis skills, deepen their global awareness, and gain an appreciation for people from other cultures and places. Our task is great, but we are absolutely up to the task.” Dr. Alec Murphy, Professor of Geography at the University of Oregon.