

Human Geography Syllabus

Course Description:

Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

Content State Standards for 9th Grade (pp. 89 - 97):

<https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards>

Class Topics (Tentative): First Quarter

Unit 1- Thinking Like a Geographer (Maps, Key Concept, Sustainability)

Standard 1: Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's Surface

- Laying the foundation for understanding Human Geography
- mapping, models and representations, gathering evidence and communicating findings; conditions, connections, and regions, scale, and distribution and patterns

Unit 2 - Population and Migration

● **Standard 3:** Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's Surface.

- Conditions and connections that impact human migration
- Historic population and migration patterns
- Migration policies and issues
- Impacts of human migrations on settlements
- Human population and migration predictions

Second Quarter: Folk vs Popular Culture

Unit 3 - Race and Ethnicity

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

- Cultural impacts of human migration
- Influences of popular and folk culture

- Spatial distributions, patterns, and diffusion of culture
- Conditions and connections that impact the creation of culture

Unit 4 - Language and Religion – [same standard as above]

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

- Cultural impacts of human migration
- Influences of popular and folk culture
- Spatial distributions, patterns, and diffusion of culture
- Conditions and connections that impact the creation of culture

Mid-Term Exams

December TBA

ThirdQuarter

Unit 5 - Political Organization of Space

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's Surface.

- Patterns of territoriality and the relationships of power and spatial organization
- conditions and connections that contribute to the creation of boundaries and states
- Organization, distribution, and patterns of political systems

Unit 6 - Land Use: Agriculture

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's Surface.

- Conditions and connections that impact cities and their spatial distribution
- Arrangement of land used in human settlements
- How conditions and connections of settlements create challenges
- How distributions and patterns shape human settlements

FourthQuarter

Unit 7 - Economic Development

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's Surface.

- Influencing factors on economic development
- Compare and evaluate different measures of economic development
- Spatial distributions and patterns of production and consumption
- Conditions and connections that contribute to global interdependence
- Distribution and patterns of energy production and consumption
- Development Challenges predictions

Unit 8 - Land Use: Urban

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's Surface.

- Conditions and connections that impact cities and their spatial distribution
- Arrangement of land used in human settlements

- How conditions and connections of settlements create challenges
- How distributions and patterns shape human settlements

Final Exams: May 16-21, 2025

Student Expectations for Course:

Honors level students will be expected to master both objective and written assignments in each unit of study. Each student will be expected to collaborate with peers and the teacher, do self-paced research, read upper level texts, and complete projects with both a written and oral component.

CP level students will be expected to complete modified versions of work for Honors level students. My goal is to help all students grow academically learning to do research, how to read instructional texts, improve test taking skills, and be taught to write at a higher level using scaffolding methods to improve their individual aptitude.

Grading Breakdown:

- ★ 50%- Test , Weekly FRQ Writing Journals (Honors), Notebooks (CP) and Projects
- ★ 25%- Classwork / Homework
- ★ 25%- Map and Unit Quiz

Opportunities for Mastery Learning:

- ★ Classwork/homework assignments
 - These types of assignments will be accepted up to TWO DAYS late. 10 points will be deducted for each period late plus grade earned. After the second day the grade will be a zero unless the student has set-up a help session with the instructor.
- ★ Quizzes
 - Students who make a 75 or below WILL RETAKE any QUIZ or TEST, or PROJECT PART OR PRESENTATION [time permitting during the 9 weeks] ONE TIME (during WIN time on TUESDAY or my office hours on Wednesday)
 - Any student can request TO RETAKE A QUIZ if they make above a 75 during the next WIN TIME .
- ★ Tests
 - All Students no matter their grade will be REQUIRED TO MAKE TEST CORRECTIONS (MASTERY).
 - Students who make above a 75 may complete test corrections for partial credit.
 - Test corrections will be completed in my classroom under teacher supervision.
- ★ Projects
 - Projects will be accepted ONE DAY late meaning by NEXT SCHOOL DAY with no points lost.
 - Students have up to THREE CONSECUTIVE DAYS to submit a project late. 5 points will be deducted for each day late plus points earned.

Classroom Procedures:

*Students are expected to arrive into class on time and prepared to learn (chromebook, pens/pencils, notebook, etc.)

- * **Students are expected to use provided class time wisely** (listening, taking notes, working on assignments monitored by teacher, neatly preparing finished work products, not distracting other students, and use the school issued Chromebook not a personal device).
- * **Students must put their cellphones on wall hangers each day and get teacher permission to use a personal device during class time. If an emergency occurs please call the office so your student can get permission to leave the classroom to get in touch with you.**
- * **All student work products and presentations must be organized, neat, and well-prepared.** If not, your student may be asked to re-do the work legibly without a late penalty. **All students with accommodations will be worked with individually based on their academic needs.**

Discipline Plan Disruptions:

- **First Offense** - Verbal warning from teacher plus entered into teacher log in case a pattern of behavior needs to be addressed in the future (a major disruption to class will be referred to an administrator).
- **Second Offense** - Teacher conversation with student, entered into teacher log, and parent contact by phone not email.
- **Third Offense** - Parent/Teacher/Administrator conference

I believe that these disruptions need to be addressed by a phone call to open communication and to work together to help your student.