

Advanced Placement Human Geography (APHUG)

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Course Synopsis:

APHUG is the study of the way humans live in, interact with, and impact the world. The course is organized by units, with the primary objective of having students gain understanding of systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. In addition, students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Finally, students will also learn about the methods and tools geographers use in their science and practice.

The Advanced Placement course in geography gives high-ability students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Geography course helps develop critical thinking through the understanding, application and analysis of the fundamental concepts of geography. Students will meet the five college-level goals as determined by the National Geographic Standards.

In preparation for the AP Geography examination, this course will be divided into eight sections: nature and perspectives, population, culture, politics, agriculture, urbanization, industrialization, and environmental/social issues. There will be unit tests, projects, and readings in order to determine quarter grades. Grades are accrued on a point basis through test scores, quizzes, projects, map quizzes, class participation, and reading assignments.

Course Objectives:

The general themes of APHUG are as follows:

1. Geography is fundamentally concerned with the ways in which patterns on the Earth's surface reflect and influence physical and human processes.
2. Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth's surface.
3. Geographical analysis requires a sensitivity to scale—not just a spatial category but as a framework for understanding how events and processes at different scales influences one another.
4. Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean.
5. Geography is concerned with the ways in which events and processes operating at other places.

Course Goals:

The overall goal of APHUG is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems.

1. Use and think about maps and spatial data sets. Can you find your way around Lakeland using a street guide?
2. Understand and interpret the implications of association among phenomena in places. What has happened in central Florida since humans have been there? Why are there so few Catholic Schools in central Florida?
3. Recognize and interpret at different scales the relationship among patterns and processes. Are you local, national or international? What about our soccer program here, are there any other sports that have local, national and international influence?

4. Define regions and evaluate the regionalization process. Why is there only one major supermarket in the Auburndale area and how does this compare to other areas around the country? How and why are people in Broward County different than people in New York or Atlanta?
5. Characterize and analyze changing interconnections among places. How will changes and new ideas in one place impact another place? What can we learn from the process of change? How did the House system get to Australia then to the United States? How does an idea/dream become a reality and does it occur the same way in different places?

Course Skills:

In addition to the described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments. In order to help students master the ability to write a good essay the course will concentrate on the instruction of several essential skills:

- Effective writing skills
- The ability to make arguments
- The ability to evaluate critically and to compare scholarly works
- The course to synthesize data
- The ability to analyze and respond to stimulus data including charts, graphs, cartoons, and quotes

The course will cover a large amount of content. The study of Human Geography is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. Regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts will be required throughout the course.

Texts:

An Introduction to Human Geography: The Cultural Landscape: 10th Edition – James M. Rubenstein

Exam Prep: **(RECOMMENDED)** Cracking the AP Human Geography Exam, 2017 Edition, Princeton Review

You may use another version but this is my recommendation.

Units of Instruction:

Unit 1: The Nature of Geography/Basic Concepts

Reading: Rubenstein Chapter 1

Learning Essential Questions:

- An exploration of space, region, and scale using geography's primary tool, the map
- History of the science of geography, as well as an introduction to the modern techniques of the profession (GIS, GPS, and remote sensing among others).
- Understanding Geography: where and why questions?
- Why are fossil fuels resources being depleted?
- Why are resources being polluted?
- Why are global food resources expandable?

Unit 2: Population and Migration
Readings: Rubenstein Chapter 2 and 3

Learning Essential Questions:

- Where is the world's population distributed?
- Where has the world's population increased?
- Why is population increasing at different rates in different countries?
- Why might the world face an overpopulation problem?
- Why do people migrate?
- Where do migrants locate?
- What are obstacles facing migrants?
- Why do people migrate within a country?

Unit 3: Culture
Reading: Rubenstein Chapter 4

Learning Essential Questions:

- Where do folk and popular cultures originate and diffuse?
- Why is folk culture clustered?
- Why is popular culture widely distributed?
- Why does globalization of popular culture cause problems?

Unit 4: Language
Reading: Rubenstein Chapter 5

Learning Essential Questions:

- Where are different languages used?
- How can languages be logically grouped?
- Why do languages have distinctive distributions?
- What are the contradictory trends in globalization and local diversity?

Unit 5: Religion
Reading: Rubenstein Chapter 6

Learning Essential Questions

- Where are religions distributed?
- Why do religions have different distributions?
- Why and how do religions organize space?
- Why do territorial conflicts arise among religious groups?

Unit 6: Ethnicity
Reading: Rubenstein Chapter 7

Learning Essential Questions:

- Explain the differences between ethnicity and race
- Where are ethnicities distributed?
- The rise of nationalists from ethnicities
- Factors in ethnic competition to dominate nationality

Unit 7: Political Geography
Reading: Rubenstein Chapter 8

Learning Essential Questions:

- Where are states located?
- Where are boundaries drawn between states?
- Why do boundaries between states cause problems?
- Why do states cooperate with each other?

Unit 8: Development
Reading: Rubenstein Chapter 9

Learning Essential Questions:

- Where are more and less developed countries distributed?
- Why does development vary among countries?
- Why do less developed countries face obstacles to development?

Unit 9: Agriculture
Reading: Rubenstein Chapter 10

Learning Essential Questions:

- Where did agriculture originate?
- Where are agricultural regions in less developed countries?
- Where are agricultural regions in more developed countries?
- Why does agriculture vary among regions?

Unit 10: Industry
Reading: Rubenstein Chapter 11

Learning Essential Questions:

- Where did industry originate?
- Where is industry distributed?
- Four regions of industrial distribution: North America, Western Europe, Eastern Europe, Russia, and East Asia.
- Why do industries have different distribution?
- Situation and site factors and obstacles to optimum location
- Why do industries face problems?

Unit 11: Services and Urban Development
Reading: Rubenstein Chapter 12 and 13

Learning Essential Questions

- Where did services originate?
- The types and origin of services, and services available in rural settlements
- Why are consumer services distributed in a regular pattern?
- The central place theory
- Market area analysis
- Explain the hierarchy of services and settlements?
- Why do business services locate in large settlements?
- World cities, the hierarchy of business services, and the economic base of settlements
- Why do services cluster downtown?
- The central business district (CBD) concept, and the suburbanization of services

- Where are more and less developed countries distributed?
- Why does development vary among countries?
- Why do less developed countries face obstacles to development?

Grading:

Tests: There will be a number of tests during the semester. They will be made of multiple choice and timed responses. All tests can be made up until one week prior to the end of the quarter.

Class philosophy “Not concerned when you learn as to if you learn it”

Article Analysis /FRQ: Each semester, students will receive 1 to 3 articles which will be read and a two page analysis written summarizing the article and explaining its relation to concept/topic being discussed.

Participation/Daily Activities; Students will be responsible for daily discussion, assignments, and activities. Students must be prepared and ready for discussion. Students are responsible completing ALL assignments whether in class or not. Students are expected to be engaged in all class discussions as they promote understanding of concepts. Please be aware of the importance of participation!

Vocab./Map Quizzes: Some quizzes will be announced, some unannounced. Be prepared!

Notebook: Student must maintain a binder. Binders will be graded each quarter. Each section will include study guides, notes, readings, maps and any other material handed out in class. Each handout will be numbered. You will be expected to organize you binder in order. It not necessary to bring the binder to class each day but you may want a small folder to organize material on the way home.

Student must have dividers –to be labeled:

- I. Basic Concepts
- II. Population and Migration
- III. Folk and Popular Culture
- IV. Language
- V. Religion
- VI. Ethnicity
- VII. Political Geography
- VIII. Development
- IX. Agriculture
- X. Industry
- XI. Services and Urban Patterns

Suggested materials: It will be useful to have the following items in class:

Paper – for taking notes
 Writing utensils
 Colored pencils
 Notebook—three ring binder type