**AP Human Geography Course Syllabus**

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**Introduction:**

Students and parents, my name is Mr. Osburn and I’d like to welcome you to AP Human Geography.

**Course description and basic outline:**

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political 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, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following:

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

The goal for the course is for students 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.

**Units in the course and their corresponding weights in the AP Exam:**

Unit 1: Thinking Geographically 8–10%

Unit 2: Population and Migration Patterns and Processes 12–17%

Unit 3: Cultural Patterns and Processes 12–17%

Unit 4: Political Patterns and Processes 12–17%

Unit 5: Agriculture and Rural Land-Use Patterns and Processes 12–17%

Unit 6: Cities and Urban Land-Use Patterns and Processes 12–17%

Unit 7: Industrial and Economic Development Patterns and Processes 12–17%

**General Course Schedule:** Students should expect to spend roughly 2 to 4 weeks on each of the above units with corresponding unit tests.

**AP Test:** All students will be encouraged to take the College Board’s AP test. Successful performance on this test may make the student eligible to earn college credit for this course. The AP test is currently scheduled for Thursday, May 4. Students may still pass this class if they fail the AP exam to earn high school credits, but they will not receive college credit. There is also a course final exam.

**Required Materials:**

 Pen, Pencil, Paper, Folder/Notebook or some method to organize materials. Students should bring their textbooks to class every day. I am not particular about the system, so, whatever organization system you choose to use, make sure it doesn’t fail you on grading day.

**Grading Policy: (This entire policy may change pending guidance from the District, State, and AP board)**

The grading for this class will be done on a point system. The exact number of points will be determined by the total number of assignments. In general, 80% of your grade will be determined by dividing the total number of points earned by the total number of points possible. The other 20% will come from the Final. Grades will be given on assignments in the following categories and corresponding grade weights:

Major Summative Assessments: Tests/Projects: **40%**

Minor Summative Assessments: Assignments/Homework/Quizzes: **60%**

**Bullying and disrespect of other student’s ideas will not be tolerated**. Respect and Responsibility are paramount.

**Late/Make Up Work Policy:**

 There are no late-work penalties. Furthermore, students who wish may request to redo course work and/or tests to achieve mastery. This does not necessarily mean that the assignment will be the same. The only stipulation here is that missing/make-up work must be from that current semester. Understand that it is your responsibility to figure out what you missed on days you are absent. Check Canvas (I post class notes and assignments here for your convenience), check with your classmates, check with me at an appropriate time, and get your work in. If you miss a test, you must make it up. By and large, tests must be made up after school as students will be working on additional course material in class (I may be able to provide differing accommodations with prior arrangement). It is the student’s responsibility to make the necessary arrangements to redo assignments. Corrections/Revisions/Redos etc. are always at my discretion. Students may also retake unit tests they fail after school by appointment with the possibility of earning full points. Students will be required to perform some sort of remediation activity prior to retaking failed tests/assignments.

**Credit Recovery Policy:**

 Students who fail at report card for Semester 2 will be enrolled in an edgenuity course that corresponds to the material from that semester (there will not be grade recovery other than completing missing work and/or correcting tests/assignments for semester 2). Students who complete this by the applicable deadlines have the opportunity to boost those quarter grades to a maximum of 75. Keep in mind that this work is supplemental in nature and students still must keep up with the current course work.

**Tutoring Policy:** After School Monday through Thursday. Please make an appointment one day in advance in case I have other obligations

**Classroom Rules/Guidelines and Discipline Framework:**

1. Your actions should be defined by **Respect and Responsibility**. There are no exceptions to this rule.
2. Be in your seat working on the Bell Ringer or other activityby the tardy bell. NO REQUESTS AT THE BEGINNING OF CLASS (I need to get class started)!
3. Ask permission to leave your seat.
4. NO talking when the teacher or another student is talking.
5. Bring your class materials to class every day. I am not responsible for supplying these items.
6. **Do not take out cell phones for any reason unless allowed by the teacher. Failure to comply with these guidelines may result in the confiscation of the device and/or a further disciplinary action.**
7. No food or drinks in the classroom. (Bottled water is fine.)

**Falure to comply with these expectations, as well any violations of the school-wide conduct policy, will result in one or more of the following actions, as appropriate:**

1. Verbal warning
2. Participation point deductions
3. Student Relocation/Detention
4. Parent Notification
5. Disciplinary referral

Please note that I reserve the right to apply these consequences as the severity and frequency of the infraction dictates

**DIFFERENTIATION**: Students come to class with different learning styles, backgrounds, preferences, and life experiences. While everyone is responsible for the same curriculum, the way each student learns that curriculum may be different. Everyone’s finish line is the same, everyone’s course is not!

**ACADEMIC INTEGRITY:** Copying from another student is cheating, whether on quizzes, tests, exams or homework assignments. Plagiarism is also a very serious form of academic dishonesty. The most common form (but not the only form) of plagiarism is using someone else’s words without putting them in quotation marks and indicating the source of the information. ANY FORM of academic dishonesty is automatically subject to disciplinary action including, but not limited to teacher detention and/or office referrals.

**Canvas:** Canvas is the district’s online classroom portal. Students should use this to help keep up with assignments and get additional materials. It is accessible through the Student Launchpad

**MyAP:** Students will also use an online learning platform called MyAP to help familiarize them with the types of questions commonly found in AP Exams as they relate to this course

Parents/Students: If you have any questions, please feel free to contact me at the above email address. I wish to help all students succeed. I am available most days after school, and can easily make arrangements to conduct tutoring/reviews/redos if necessary. Reach out to me!

Signing implies that you (both parent and student) have read and understood these outlined conditions/expectations and agree to abide by them in their entirety.

Parent

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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