**Advanced Placement Human Geography (APHUG)**

**Ms. Lori Gipson**

**Rm. A201: office hours: Tuesday and Thursday 8-8:50 am**

**Welcome to AP Human Geography!**

This will be my second-year teaching AP Human Geography at Ironwood Ridge! I am certified by the state of Arizona to teach Social Studies and History at the secondary level. I am a member of the National Council for the Social Studies and the Arizona Council for the Social Studies. If you need to contact me, it is best to contact me through email, lgipson@amphi.com. I find this a very convenient way to keep in contact with students and parents.

AP® Human Geography is a yearlong course that contains seven units of study as outlined in the 2020 Course and Exam Description (CED) published by the College Board. The units in the CED focus on topics including thinking geographically, population and migration, culture, political geography, agriculture, urban geography, and development and industrialization. Students will have multiple opportunities to apply the information addressed in each unit in activities including notetaking, current events, projects, and formative and summative assessments.

**Course Goal**

“The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints.”

(College Board, 2019)

**GOALS OF THE COURSE**

At the end of the year, students can expect to be well-prepared for success on the AP test for the course.

Additionally, students will be

* more informed about contemporary global issues
* more multicultural in their viewpoint
* able to use geospatial tools and technologies
* adept at interpreting cultural landscapes
* more aware of the importance of environmental stewardship
* able to recognize geographic concepts and processes relevant to their own lives

In short, students will become ***geoliterate***. **GEOLITERACY** can be described using three big ideas:

1) an understanding of the *patterns and organization of human society*.

2) the knowledge of the r*elationship between different societies and between humans and the environment*.

3) the *development of a spatial perspective* when in the examination of place, people, and change.

**Course Skills and Big Ideas**

As student’s progress through the course they develop skills to help them think geographically and make connections between content in the seven units of study.

There are 5 skill categories addressed in the course: Concepts and Processes, Spatial Relationships, Data Analysis, Source Analysis, and Scale Analysis. (College Board, 2019)

The big ideas for the course are: 1. Patterns and Spatial Organization (PSO), 2. Impacts and Interactions (IMP), and 3. Spatial Process and Societal Change (SPS). (College Board, 2019)

Big Idea 1: ***Humans create economic, cultural, and political patterns in their spatial organization of society.***

Big Idea 2: ***There is a cause and effect relationships between humans and the environment.***

Big Idea 3: ***Places*** (locations, cities, countries, regions, etc.) ***can be studied to reveal how human and environmental phenomena interact to both create and change them***

**Daily Readings**

Students are assigned readings from the course textbook. Each unit may consist of one to a few chapters. Current events related to topics in the units will be integrated and discussed often in class as well.

**Student Practice**

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice. At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

**Assessments**

Students have different types of assessments to monitor learning throughout the year. Formative assessments may include daily activities, vocabulary, and reading quizzes. Summative assessments include major projects and an end of unit multiple-choice and FRQ assessment.

**Textbook and additional readings**

Rubenstein, James, M. **The Cultural Landscape: An Introduction to Human Geography**. 13th Edition 2019.

Pearson Education, Inc. 221 River Street, Hoboken, NJ 07030

Palmer, David. **AMSCO Advanced Placement edition Human Geography** (hand on the front cover)

**Class materials:**

* **Notebook:** Each student is required to keep either a **3-ring binder with paper or a folder and notebook** exclusively for this class. You will be **responsible to keep class notes, bell work, and assignments in your binder or notebook.**
* **Writing material:** Please bring a **pencil or a blue/black pen** to each class. You will be using **colored pencils** frequently for certain assignments, so it would **benefit you to purchase some and bring them to each class. Also, highlighters would help you with studying.**
* **Notecards:** Please bring notecards to every class. We will be using them for vocabulary and are a necessary to tool which will help you be successful in APHUG.

**Assignments:** All assignments need to be turned in on the **DUE** date. I accept **NO** late work.

* **Make-up work** will be accepted if you have an **EXCUSED ABSENCE** according to school policy (see student handbook).
* Anytime a student misses’ class; it is **his/her responsibility** to check the assignment calendar and with a classmate to find out exactly what was missed. Also get notes from a classmate.
* I will **NOT** accept any work that does not have a name on it. I keep a “No Name” basket, and it is the student’s responsibility to check it for their work.

**Writing Standards:**

Each student is required to adhere to certain writing standards.

* **All plagiarized work receives a zero**. If you copy a friend’s work, which is considered plagiarism you will receive a zero.
* Take pride in your schoolwork and turn in your **best** work.

**Procedures and Behavioral Expectations:**

You are required to be aware of the school guidelines listed in the Ironwood Ridge student handbook. Remember that the responsibility for learning rests with **you** the student.

* ***In accordance with Arizona state law and Amphitheater Public School District’s Governing Board policy, students cannot miss more than 10% of each class. Students enrolled in year-long courses may only have 17 excused absences, after which all additional absences will be marked as “unexcused.” Students in semester-long courses may only have 9 excused absences, after which, each additional absence will be marked as “unexcused.” Please note, teachers are not required to provide make-up work for any absence that is marked “unexcused.” Regular school attendance is essential for success in school.***
* ***Be on time!*** If you are late put your tardy pass on my desk and proceed to your desk quietly. A tardy is **unacceptable** and will include a verbal warning. If you continue to be tardy you will be called into IS.
* ***Be responsible.*** Come to class prepared to learn with all the necessary materials. Follow instructions and ***participate.***
* ***Be respectful!*** To your classmates, the teacher, yourself, all class material,

and learning.

* Water bottles may be brought into the classroom.
* ***No grooming, no applying make-up or no hair brushing in the class!***

***ALL CELL PHONES MUST BE TURNED OFF (NOT PUT ON VIBRATE) BEFORE A STUDENT ENTERS THE CLASSROOM and put in the cell phone holder in the back of the classroom. Use of cell phone, without approval of the teacher, will result in your phone being confiscated and classroom detention. The second offense will result in a call home and a referral to the office. NO TEXTING IN THE CLASSROOM, EVER!*** *Remember, you are here to learn.*

**Rewards and Consequences:** Rewards include self-satisfaction, verbal praise, positive notes/ calls home, special activities, class rewards, and music during work time. Consequences include friendly reminder/warning, teacher-student conference, class removal, detention, phone call home, and referral.

**Grading Scale:**

Grades will be given on a total point basis. Total points accumulated out of the total points possible. The scale for grading is as follows:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

***You must maintain a 60% to receive credit for this course.***

Final: 25%

Bell work and Participation: 25%

CLASSWORK 25%

HOMEWORK 10%

TESTS 30%

FINAL 10%

Quiz 15%

PROJECTS/ PRESENT 10%

QUIZ 10%

Test, quiz, project: 25%

FRQ, writings, case study: 25%

* All assignments will receive a 50%, but a 50.1% equals the student completing the assignment but did not score above a 50%.
* Students are allowed to retake tests and quizzes by coming in during advisory, before school by appointment during office hours, or during tutoring hours (tutoring will most likely begin in October. I will send out reminders to all parents and students.

**I am available during advisory to discuss a grade, assignments, and assistance in any classwork.** Students are expected to use **advisory time or tutoring (If we have it this year), to makeup tests or missing work immediately following the absence.** **Any student with a D or F needs to come in for advisory or tutoring.**  I can work with you on scheduling time to make up work so please communicate with me. ☺

Please look at the AP College board for the APHUG CED (Course and exam description) for more detailed information. I will also post units from the CED on Schoology as we go through the course. Students will have access to the CED on their AP Human Geography AP Classroom site.

I will also handout parts of the CED to students as we move through the course.

I welcome and enjoy communicating with students and parents/guardians about the class and student progress. If I can be of any assistance, please **feel free to contact me at** **lgipson@amphi.com** **(this is the best way to reach me)**. I would appreciate you contacting me through email so that the classroom is not disrupted. Thank you. Students, remember in order to be successful we must communicate. ☺ Please come and talk to me about any concerns you have so that we can solve them together.

I believe every student wants to learn and should feel successful in one way or another. The goal for our classroom community is to maintain a positive, healthy learning environment where we are all motivated to learn, participate, and grow throughout the year. I believe working as a team (parents, students, and myself) we can help each student to succeed in class. Let’s have a great year!

Sincerely

Lori Gipson