

# Advanced Placement Human Geography (Example Syllabus)

## Course Description

AP Human Geography offers high school students the curricular equivalent of an introductory college-level course in human geography or cultural geography. This course introduces students to the systematic study of the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

## Course Goals

By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed 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, interdependencies, and spatial interaction, among others. Students should 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.

After successfully completing this course, student should be able to:

- Interpret maps and analyze geospatial data.
- Understand the associations and networks among phenomena in particular places and explain their implications.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate their regionalization processes.

## Required Text (provided by school district)

Rubenstein, James M. 2011. *The Cultural Landscape: An Introduction to Human Geography*. Upper Saddle River, NJ: Prentice Hall.

## Evaluation & Grading\*

Student progress will be evaluated using the following assessments:

Categories of Academic Grades	Assessment Strategies
Student Engagement with Standards (20%)	Participation, group work, class discussion, binder checks, teacher observation
Student Progression towards Standards (30%)	Homework, papers, projects, chapter quizzes
Student Mastery of Standards (50%)	Unit exams, midterm and final exams

\*The assessment percentages listed here are approximate. Each instructor reserves the right adjust these percentages.

## Grading Scale

Letter Grade	Numeric Grade	Progress Indicated
A	90-100	Exceeds Standards
B+	87-89	Above Standards
B	80-86	
C+	77-79	Approaching Standards
C	70-76	
D+	67-69	Below Standards
D	60-66	
F	0-59	Substantially Below Standards