



Lane Community College Geography 142 4 credits

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<u>Course</u> : AP Human Geography		<u>Email</u> : heather.wiles@crookcountyschools.org
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☒	Trimester #2	
☐	Trimester #3	

Course Description:

- The Advanced Placement course in geography gives students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Geography course helps students develop critical thinking skills through the understanding, analysis and application of the fundamental concepts of geography. Through AP Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college-level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice. In preparation for the AP Geography examination, this course will be divided into seven sections: mapping and geography basics, population & migration, culture, politics, agriculture, urbanization, industrialization. There will be approximately three to five tests per semester, as well as a midterm exam. Grades are accrued on a point basis through test scores, quizzes, projects, and class participation. **Grades for Lane Community College will not allow for retakes.**

Learning Standards/Targets:

<https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/2021%20Social%20Science%20Standards%20Integrated%20with%20Ethnic%20Studies.pdf>

Each unit may contain some or all of the learning standards listed in the resource above.

Appendix A-Human Geography by Fellman

Reading Assignments: Appendix A-Fellman

- Identify types of scale and projections used in mapmaking identifying the advantages and disadvantages of different projections.
- Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weakness of each.

Unit 1-Introduction: Basics of Geography and Maps

Reading Assignments:

Chapter One-Human Geography by Fouberg

Learning Objectives:

1. Describe what geography is and why it is important.
2. Compare and contrast the differences between human and physical geography.
3. Explain placelessness
4. Explain site and situation.
5. Describe the relationships between places.
6. Explain the types of data maps can show.
7. Define geography, human geography; explain the meaning of spatial perspective.

Unit 2-Population and Migration

Reading:

Chapters Two and Three-Human Geography- Fouberg, Murphy, deBlij

Video-A Well-founded Fear (Documentary)

1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Utilize crude birth rate, fertility rates and death rates to analyze maps and charts.
3. Analyze a population pyramid and the implications of pyramid shapes.
4. Answer the following questions based on the terms ecumene and nonecumene:
 - a. Why do most people live where they live?
 - b. For what reasons have people historically avoided some places?
 - c. Where do non-examples of both exist and why?
5. Calculate arithmetic, agricultural and physiological densities and describe the strengths and weaknesses of both.
6. Explain the demographic transition model.
7. Distinguish between and give characteristics of the following types of movement: circulation and migration, forced and voluntary migration and push and pull factors.
8. Use the gravity model to predict migration and evaluate its usefulness and efficiency.
9. Discuss the contributions of Ravenstein to the study of human geography and
10. Discuss the migration history of the United States and current migration patterns.

Unit 3-Roots and Meaning of Culture

Reading Assignments

Chapter Four Fouberg, Murphy, deBlij

Parts of Chapters Six and Seven Language and Religion

National Geographic Articles and videos

Guns, Germs and Steel

1. List different types of diffusion and provide examples/illustrations of each in the real world.
2. Explain the changes brought about by diffusion.
3. Colonialism and trade and resulting cultural changes.
4. Describe how cultural traits are affected by the natural environment.
5. Identify cultural hearths and explain diffusion routes.
6. Define culture and cultural geography.
7. Diffusion of language and religion.
8. Types of religion.
9. Race, Gender and Ethnicity

Readings:

Unit 4 Political Geography

Chapter Eight-Human Geography-Fouberg, Murphy, deBlij

Prisoners of Geography-Assigned chapters

1. Explain the differences between state, State, nation and nation-state
2. Identify and explain the purpose of multinational organizations
3. Identify and explain the roots and meanings of conflicts throughout the world

Describe the purpose of boundaries and how they developed

Unit 5-Agriculture

Reading: Chapter Eleven-Human Geography-Fouberg, Murphy, deBlij

1. Analyze Oregon Agriculture.
2. Trace the change from hunting and gathering to agriculture.
3. Compare and contrast the 1st and 2nd Agriculture revolutions.
4. Compare and contrast subsistence agriculture and industrial agriculture.
5. Map global agriculture.
6. Evaluate the challenge of feeding 7 billion people.

7. Describe and apply the von Thunen model.
8. Display how each of the following correlates with specific agricultural regions:
 - a. Climate
 - b. Terrain
 - c. Culture
 - d. Access to the global market
9. Describe the evolution of agricultural practices: Neolithic, Second and Green Revolutions.
10. Explain the use of natural resources in varying areas.

Unit 6-Urban Geography

Reading Chapter Nine-Human Geography- Fouberg, Murphy, deBlij

1. Describe the difference between urban and suburban.
2. Identify and describe megacities.
3. Explain the origin of cities.
4. Identify the functions of cities.
5. Define gentrification and give examples.
6. Analyze the reasons for gentrification.
7. Explain the nature of the homeless problem.
8. Explain the purpose of a city
9. Explain the urban hierarchy
10. Explain Central Place Theory, Core Periphery, Hinterlands and urban models

Unit 7-Industry and Development

Readings: Chapter 12-Industry and Services

1. Explain the origins and diffusion of The Industrial Revolution
2. How have containers changed world trade? Containerization-How the world transports goods
3. Economic Geography
4. Globalization and its impacts
5. How has the environment been altered for industry?
6. The rise of the service industry
7. New Industrial Centers
8. Where are things made and why there?

Course Materials:

- **Prisoners of Geography by Tim Marshall**
- **Guns, Germs and Steel by Jared Diamond-video version**
- **Human Geography: People, Place and Culture by Erin H. Fouberg, Alexander B. Murphy and H.J. de Blij**
- **Human Geography: Landscapes of Human Activities by Jerome D. Fellman, Mark D. Bjelland, Arthur Getis and Judith Getis**
- **Hudson John C. Goode's Atlas**
- **Oregon Student Atlas**
- **Atlas of Oregon**
- **PBS Documentaries-various**
- **National Geographic and UpFront Magazine-various articles based on current events**
- **Human Geography in Action by Michael Kuby**

Students will be required to participate in independent research, online, connected to current events. Common reputable sources used for these activities include The Wall Street Journal, The New York Times, UpFront Magazine, NPR, Reuters, The Associated Press, etc. These sources will be examined by CCHS admin. prior to their use in the classroom.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall

be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).

Grades for Lane Community College will not allow for retakes.

Late work will be accepted at no penalty up to cutoff dates for each trimester mid and final. Certain assignments will not be taken late if they require an in-class presentation portion.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*