**Mr. Crooks**

**Room F105**

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**Advanced Placement Human Geography 2018-2019**

**Course Description**

This course in AP Human Geography is designed to explore the impact of people on the physical landscape of the world and how they leave evidence of that impact in the form of the cultural landscape that we see throughout history and in the present. Included in this course are examinations of such topics as to include the basic terms and concepts related to Geography, as well as Population, Migration, Culture, Language, Religion, Ethnicity, Political, Economic and Resource Geography. Units will be organized following the guidelines of the textbook that is provided to students for this class. The course will culminate in the College Board AP Exam, given in May of each school year, with an additional final exam given in class based on the material examined throughout the year that will count for the student’s final grade.

**Text:**

Fellmann, Jerome E. Human Geography: Landscapes of Human Activities. 12th ed. New York City, NY. McGraw – Hill 2013

Students are financially responsible for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course. You will not receive credit for turning in another student’s book and may not turn in replacement books. The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.

It is recommended that you purchase an AP Human review book. They are available at any bookstore or online. This is not required, but will help to supplement the text. Any of the review books are acceptable, browse through them to see which style best fits your learning style.

**Major differences between AP and other classes**

1. This is a college level course and as such, each student has the opportunity to earn college credit by earning a

score of a three or better on the National Advanced Placement Exam offered in May.

2. Because students are potentially earning college credit for their work, A.P. Human is designed to be taught on

the college level and many students find the pace and work load difficult.

3. Each test will cover a significantly greater body of information than students may be used to.

4. Homework will consist primarily of reading assignments and reviews of daily notes in order to master the large

body of factual information.

5. There will be very few “simple” assignments where the student can improve his or her grade merely by completing the work. Furthermore, there will be very little extra credit offered.

6. There are relatively few graded assignments each semester, which increases the need for adequate preparation every day.

7. Responsibility for mastering the material rests primarily with the student.

**Weighted Grades**

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| --- |
| **Grades will be determined by the following categories and percentages:** |
| Major Assessments (Tests/Projects) 55% |
| Minor Assessments (Quizzes, Study Guides, Presentations, Formative Assessments) 15% |
| Other 10% (Homework, Classwork, Tickets Out the Door) |
| Comprehensive Final 20%  **\*Advanced Placement Human Geography Exam Date: Tuesday May 14th 2019** |

**Late Work and Make-Up Policies**

It is the student’s responsibility to request make-up work from the teacher on the first day back to school and are expected to access homework and in-class assignments using our class website [https://crookschatt.weebly.com/](https://crookschatt.weebly.com/%20) Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignment due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence. After an excused absence, a student will have the number of school days equivalent to the number of days absent to make up the work. Make up work can be requested BEFORE, DURING, or AFTER an absence. However, work requested BEFORE an absence is only given at the discretion of the teacher. Any exceptions for extensions of time will be made at the discretion of the teacher.

**Late Work:**

Due to this class being an Advanced Placement class no late work will be excepted on any assignment.

If you are in the building for any portion of a day and you have things due in my class that you don’t turn in, those assignments will be considered late. You may always turn in assignments before their due date when you have a scheduled absence (religious reasons, field trips, athletic competitions, scheduled doctor’s appointments, TAG, college visit, etc).

**Expectations for Written Work Across the Curriculum**

All written assignments should:

• be in complete sentences using formal language

• follow conventions of grammar, usage and mechanics

• accurately cite sources used with discipline-specific requirements (APA).

**Fulton County Recovery Policy**: High School version

Provision for Improving Grades

1. Opportunities designed to allow students to recover from a low or failing grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

2. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

3. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**Chattahoochee High School Recovery Guidelines**

1. Students who complete a major assessment but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.

2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class. Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.

3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%. If the recovery grade is above 75%, the original grade will be replaced with a 75%.

School Board Policy IHA Grading and Reporting System

Provision for Improving Grades

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**Cheating and Plagiarism**

The Social Studies department considers academic integrity a top priority. ANY copying or sharing of answers on homework, major assessments, minor assessments, or exams will be viewed as cheating by the Social Studies Department. The only exception to this rule is if the teacher has explicitly stated that the work is a “cooperative learning” experience. If in doubt, ask the teacher.

Plagiarism is a form of cheating. It is defined by the American Heritage Dictionary of the English Language is “the act of stealing and using the work ideas or writings of another as one’s own.” Although the direct copying of another’s work is the most blatant example, any time a student takes another’s ideas and passes them off as their own, it is considered plagiarism. This includes “rephrasing” material without noting the source. If in doubt, ask in advance. The consequences for cheating or plagiarism on any assignment are outlined in the handbook: it will result in a zero grade on the assignment, an Honor Code Referral, and a phone call notifying the violator’s parent.

**Extra Credit**

No grades will be given for nonacademic assignments and no extra credit will be assigned.

**Electronic Privacy Policy**

No use of electronic devices to record or transmit class activities, resources, or information is permitted. This means that you may not use a tape recorder, camera, camera phone, camera pen or any other device to record or take pictures of students, teachers, classroom materials or resources, notes, etc. Doing so is a serious violation of the honor code and of the privacy rights of individuals and will be treated as such. Students will store their Cell Phones in my Cell Phone holder located in the back of class for the duration of the class, unless we are doing a specific activity that requires the use of their phones. However, when students receive their one-to-one devices, they will be permitted to use them in class when instructed to do so.

**Classroom Policies**

Water is always acceptable. Limit food/drink to necessary basis.

**Classroom Expectations**

Arrive on time, prepared for the classroom environment and with knowledge of assigned reading. You are expected to participate in class discussion as this is a cornerstone of learning the material.

**Technology**

Students should consistently look at our class website [https://crookschatt.weebly.com/](https://crookschatt.weebly.com/%20%20)  will be updated with lesson plans for the upcoming week. A copy of the syllabus, AP College Board Course Description, and course resources (study guides/key terms) are located in the course folders.    OneNote provides a variety of resources, including daily lesson plans, a calendar with assignment due dates, course standards, syllabi, project instructions and other important information.

**Learn to Read More Effectively:** You can read more effectively by doing the following:

Read actively; don’t just look at the words. If you spend a half-hour “reading”, but are unable to recall anything when you are done, you have wasted your time. Pause to self-check for understanding after each page. Do not ignore pictures, diagrams, tables and sidebars in your textbook. These features serve to make the text more interesting and may include important information. Take notes as you read. If you can condense a 30-page chapter to a few pages of good notes, it is going to be much easier to review.

**AP Human Geography Content Outline**

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| --- | --- | --- | --- | --- |
| **Topic** | **Topics Covered** | **Percentage of AP Exam** | **Textbook Reading** | **Time** |
| **Geography: Its Nature & Perspectives** | * Geography as field of inquiry * Evolution of key terms/concepts * Models/Geographers * Location/Space/Place/Scale/Regionalization/ Globalization * Geography skills * Geographic technologies * Sources of data and ideas | 5-10% | Chapter 1, Appendix A | 3-4 weeks |
| **Population** | * Geographic analysis of population * Population distribution and comparison * Population growth and decline over time and space * Population movements and migration | 13-17% | Chapters 3- 4 | 4-5 weeks |
| **Cultural Patterns**  **& Processes** | * Concepts of culture * Cultural differences and similarities   + Language/Religion/Ethnicity/Gender/Popular and Folk Culture * Cultural landscapes and identities * Environmental impact of cultural and culture practices * Ethnicity * End of First Semester Material | 13-17% | Chapters 2, 5, 6, 7 | 4-5 weeks |
| **Political Organization**  **of Space** | * Territorial dimensions of politics * Nature, meaning, and influences of boundaries * Evolution of contemporary political patterns   + Colonialism & Imperialism/ Democratization * Changes and challenges to political/territorial arrangements   + Fragmentation/Unification/Alliances/ Supranationalism/Terrorism | 13-17% | Chapter 12 | 4-5 weeks |
| **Agricultural & Rural Land Use** | * Development and diffusion of agriculture * Major agriculture production regions * Rural land use and changes * Modern commercial agriculture   + Biotechnology/Genetically modified plants and animals/Organic farming | 13-17% | Chapter 8 | 4-5 weeks |
| **Industrialization & Economic Development** | * Characteristics of industrialization * Growth and diffusion of industrialization * Contemporary patterns and impacts of industrialization and development * Globalization and international division of labor * Women in development | 13-17% | Chapters 9-10 | 4-5 weeks |
| **Cities & Urban Land Use** | * Development and character of cities * Origin/evolution of cities * Models of urban systems * Structure and functions of contemporary cities * Built environment and social space * Response to urban growth | 13-17% | Chapter 11 | 4-5 weeks |
| **Exam Review& Practice** | * Everything! |  |  | 2-3 weeks |

STUDENT NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Period\_\_\_\_\_\_\_\_\_\_

I have reviewed the course syllabus and acknowledge the class policies.

Student Signature                                                                                      Date

Dear Parent or Guardian,

I am your child’s Social Studies teacher this year and I ask for your support in helping your child succeed in class.  Please take a few minutes and review the course syllabus.  Feel free to contact me with any questions and then please sign below indicating that you have seen the syllabus.

(Parent’s name – printed)

                    (Parent ‘s signature)

Due to limited access to a telephone during the day the best way for me to keep in contact with you is by email.  If you have an email address and feel comfortable sharing it please include it below.  Please print clearly.

(Parent’s email)

Additionally, if you have a phone number where you can be reached that would also be helpful.

(Parent’s phone number)

Thank you very much!  I look forward to working with you and your student to have a successful year.

Michael Crooks

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