AP Human Geography Instructional Plan: First Semester

Course Overview

Human Geography Advanced Placement introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This college level, cutting edge course is one of College Board's fastest growing courses and includes applications of new technology, increased rigor, and another option for advanced course work.

Contact Information

Teacher Name:
Katherine Harvey
Cameron Butler

Classroom Expectations

Students are expected to arrive to class on time and prepared to engage in learning. Students are expected to demonstrate respect, responsibility, and a commitment to learning. This includes arriving on time, being prepared with necessary materials, actively participating in class discussions and activities, and completing assignments on time. Respect for peers, the teacher, and the learning environment is essential—disruptive behavior, inappropriate language, or bullying will not be tolerated. Students should maintain academic integrity at all times and seek help when needed. A positive, focused attitude and consistent effort will contribute to a productive and supportive classroom community for everyone. Please click HERE for the AP Course Agreement.

Attendance Policy & Its Importance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences. Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed in the MISD Student Handbook.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years and could result in loss of credit.

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Learning Objectives

By the end of the first semester, students will be able to:

In our first 4 units, students will develop skills such as:

- Unit 1: Thinking Geographically - Students will be able to apply a spatial perspective when analysing qualitative and quantitative data.
- Unit 2: Population and Migration patterns and Processes - Students will be able to recognize and analyze patterns of human population growth and movement.
- Unit 3: Cultural Patterns and Processes - Students will be able to describe and analyze the patterns and processes that create cultural identity
- Unit 4: Political Patterns and Processes - Students be able to examine the political organization of the world and recognize the process that may alter the function of political units.

Course Resources

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography.* 14th ed. Upper Saddle River, NJ: Prentice Hall, 2024.
- Palmer, David. *Amsco Advanced Placement Human Geography*. Perfection Learning, 2020.
- Students will use their district provided chromebook to visit various websites including but not limited to:
    - www.census.gov
    - CIA World Factbook
    - Seterra Maps
    - UN Human Development Index

Grading Policy

According to Midland ISD Grading Policy:

1. The departmental grading policy will meet the district's framework with 60% of the grade being MAJOR GRADES and 40% being MINOR GRADES.
    a. Major grades will include such things as tests, projects, essays, long-term assignments, etc. There must be two or more grades in the Major category each grading cycle.
    b. Minor grades will include daily grades, homework, quizzes, etc.

Redo Policy

It is the goal of teachers to promote student success and when a student does not succeed on a summative assessment, a redo assessment may be requested. If a student receives a failing grade on a summative assessment, the student may request a redo assignment from his/her teacher.

The following criteria must be met in order to qualify for a redo assignment:

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1. The student must have made a significant effort on the original test. Significant effort is defined as:
    - No randomly marked answers and
    - All work/questions are attempted and
    - Work is meaningful and represents deliberate thought

2. The student must complete a reasonable intervention measure as prescribed by a teacher with the aim of improving mastery of the topics covered within the allotted time.

3. The student will have 5 school days from the date of notification of the grade (via in class notification or online grading system) to request a redo assessment.

Once the above criteria are met the teacher will administer the redo at the prearranged time. The following do not qualify for redo:

1. Assessments that students refuse to initially take in class.

2. Redo not completed by the end of the grading cycle (The Wednesday prior to the end of the grading period on Friday).

The opportunity to redo/retake shall exist for major grades included in a student's average except for semester exams. The maximum grade awarded on a redo/retake is 75. Failure to complete the prescribed intervention and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. Teachers may choose to offer additional redo opportunities for minor or major grades at their discretion.

School-wide System of Communication

MFHS teachers have several ways to communicate with our MFHS families. Teachers will send out notifications every other week via Skyward, Blackboard or Class Dojo to keep families informed of student academic progress and upcoming events.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!