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## AP Human Geography Course Syllabus 2021-22

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**Room:** Library 4

**Office Hours:** Monday (3:25pm-4:10pm) & Tues-Fri by appointment

### Course Content

#### Text

The textbook for the course is:

- Human Geography: A Spatial Perspective published by National Geographic

#### About the Teacher

Briefly, I was born and raised in Texas. I received my BA in Political Science from Maryville College in Maryville, TN. I worked for years in the Petro-Chemical industry and decided to go into education in 2016. I have been at Waltrip for 6 years. I am the Montessori Social Studies teacher as well as the Waltrip Social Studies Chair.

#### Ongoing Objectives

- By the end of this course, the student will have a working knowledge of Geography and how geographic data is collected and used
- He/she will also have gained an understanding of the AP Human Geography exam, and prepared to take the AP Exam.
- The student will explore the modes of writing through the FRQ's of the AP Human Geography Examination.

#### Portfolio

You are required to maintain an organized portfolio for the course. It will be submitted as a grade during each grading cycle. Portfolio dividers will be discussed in class.

#### Grading Scale

Everything has a percentage value. If a vocabulary quiz has 10 questions, there are 100 possible points for you. If a section test has 20 questions, there are 100 possible points for you. If an exam has 72 questions, there are 100 points.

## **Attendance and Participation**

Attendance and participation are required; it is difficult to learn the content if you are not present in class. Your class participation and attendance can be a deciding factor if your class average straddles two grades. Be sure to see me about any missed work if you are absent.

## **Daily Required Materials**

1. laptop
2. pen
3. three-ring-binder
4. paper

## **Unit Overviews – With Exam Weights**

### **Unit One :Thinking Geographically (8 – 10 %)**

Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism.

### **Unit Two: Population and Migration Patterns and Processes (12 – 17 %)**

This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics.

### **Unit Three: Cultural Patterns and Processes (12 – 17 %)**

The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes. This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media.

### **Unit Four: Political Patterns and Processes (12 – 17 %)**

This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters.

### **Unit Five: Agricultural and Rural Land – Use Patterns and Processes (12 – 17 %)**

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1.

### **Unit Six: Cities and Urban Land – Use Patterns and Processes (12 – 17 %)**

Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility.

### **Unit Seven: Industrial and Economic Development Patterns and Processes (12 – 17 %)**

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core-periphery relationships.