**Syllabus – 9th Grade AP HUMAN GEOGRAPHY (2015-2016)**

Instructor: Mr. Cummings

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***The mission of the School of Science and Technology is to create a safe and healthy learning environment that will nurture, motivate, and enable our youth to develop into mindful and responsible people who contribute to their community and the diverse society in which we all live. The primary focus of SST shall be on core knowledge and essential skills so children may achieve the content mastery upon which further learning shall be built upon.***

**Course Description:** The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of 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.

The AP course is the equivalent of a college-level survey course. Your consistent time and dedication will be essential to receive success and learn the needed information. Close to the end of the course, you will have the opportunity to take the AP Human Geography exam. If you pass the exam, you will earn college credit for the course. Even though this course will prepare you for this exam, this is not the sole purpose of the AP route. A strong emphasis of the course is to broaden your view of Human Geography and expand your thinking and analytical thought that will benefit you the rest of your academic life.

**Supplies:**

* Pens or Pencils (You must ALWAYS have something to write with)
* 80-100 page spiral notebook for journaling
* PLENTY of paper, whether in a large spiral notebook or loose-leaf paper in a binder
  + SEPARATE from writing journal
* Binder
  + Recommended 2 inches or more (FOR NOTES OR NOTE PACKETS)
* USB Flash Drive

**Grading Criteria:**

A = 90-100 B = 80-89 C = 70-79 F = 69 and below

*Nine-Weeks Grading Scale:*

Homework/Class Work: 20% Tests: 40% Essays/Projects: 15%

Quizzes: 15% Warm-up Activities/Journals: 5% Participation: 5%

Opportunities for extra credit will be provided at times throughout each nine weeks by the instructor. All extra credit assignments/activities will be solely academic. Students may request extra credit assignments at any time BEFORE the last week of the nine week grading period. Students are also welcome and encouraged to attend tutorials to work toward grade improvement.

**Homework Policy:**

Homework is due at the beginning of class on the following day unless otherwise specified. Students will receive a 10 point deduction for every day after the due date.

In the event a student is absent, they have one day for each day they were absent to complete and turn in work. **Students returning from absence(s) are responsible for obtaining their homework and any other assignments.**

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| Days Late | Percent Grade | Example |
| 1 calendar day late | Max. 10% of actual grade deducted | 100 recorded as 90 |
| 2 calendar days late | Max. 20% of actual grade deducted | 100 recorded as 80 |
| 3 calendar days late | Max. 30% of actual grade deducted | 100 recorded as a 70 |
| 4 or more calendar days late | In complete- 0% | At this point, the teacher may record an incomplete or a zero grade in the grade book. The student has two weeks to convert the incomplete or zero grade to an earned grade. Maximum earned grade can be 70% of the actual grade. If the student fails to turn after two weeks, a grade of zero is confirmed. |

**Procedure for turning in work:** All assignments must be turned in to the proper bin/basket on Mr. Cummings’s desk at the beginning of class. Do not turn in assignments to Ms. Moff or Ms. Moreno.

-*Coursework due in class*: Turn in to the proper bin/basket.

-*Homework*: Due in the bin/basket on the specified due date OR you may email it to Mr. Cummings any time BEFORE the start of class on the due date.

**NO PASS, NO PLAY, NO EXCEPTIONS (Per School Administration)**

This policy will be in full effect this school year. To play a sport is a privilege. All participating students will have to earn it based on their grades in the classroom. Coaches will field decreased rosters or be forced to reschedule/forfeit games if a full squad is unable to take the field/court.

**Tutoring:**

There will be tutoring every Monday from 3:30-4:00 p.m. This will give students the opportunity to further understand, review, make up, or retest course material. Remember, it is the student’s responsibility to attend tutoring. If the student does not attend tutoring for retesting (without a written excuse/phone call/email from a parent/guardian/staff), the grade of that exam will be final.

**Major Themes of Human Geography**

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| 1. Interpret maps and analyze geospatial data  * Geography is concerned with the ways in which patterns on Earth’s surface reflect and influence physical and human processes. As such, maps and geographic information systems (GIS) are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and geospatial data to pose and solve problems, and when they learn to think critically about what is revealed and what is hidden in different maps and GIS applications.  1. Understand and explain the implications of associations and networks among phenomena in places.  * Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth’s surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how cultural values, political regulations, and economic constraints work together to create particular landscapes.  1. Recognize and interpret the relationships among patterns and processes at different scales of analysis.  * Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by processes and developments at other scales (e.g., global, regional, national, state or provincial). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.  1. Define regions and evaluate the regionalization process.  * Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.  1. Characterize and analyze changing interconnections among places.  * At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs   \*\*Note: These themes will be used throughout the entire year of the course. Several features of a particular theme or themes may be noticed and analyzed in each unit. |

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**Classroom Rules:**

1. Be in your seat when the bell rings.
2. Come to class prepared and ready to participate.
   * Being prepared means having all necessary materials, whether they are used or not.
3. Complete and turn in assignments on time.
4. Respect yourself and others.
5. Follow campus rules and dress code.

**Discipline Policy:**

1st Offense: Verbal Warning

2nd Offense: Student/Teacher Conference

3rd Offense: DPS/Parent Phone Call

4th Offense: Student/Parent meeting with Teacher

5th Offense: Student referral to Assistant Principal

If unacceptable behavior is not met, Discipline Point System (DPS) “points” will be given as consequences. Please refer to the Student Handbook (p. 45) for a description of DPS implementation as well as resulting consequences for point accumulation. The instructor will adhere to this system on a consistent basis throughout the entire school year.

**Rewards for Acceptable Behavior:**

 Verbal Praise, PRS (Positive Reinforcement Points), Call/Email home to inform parent/guardian of behavioral improvement

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***This is an overview of the steps normally taken for discipline in my class. HOWEVER, every child responds differently to and deviations (different steps) may be made to this plan according to what is best for the child.***

***Student and Parent/Guardian Agreement – AP Human Geography***

I, \_\_\_\_\_\_\_\_\_\_\_\_(STUDENT PRINTS NAME), have received, reviewed, and understand the syllabus for Mr. Cummings’s 9th Grade AP Human Geography course.

Student Signature Date

Parent/Guardian Signature Date