



Naperville North
AP Human Geography Syllabus
Department Chair: Joanna Berg (jimberg@naperville203.org)

District 203 Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Social Studies Department Mission:

Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description

“AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.” (College Board, 2020)

Course Skills

- Visual Literacy (including maps, charts, graphs, and political cartoons)
- Demonstrate how to express an understanding of those who hold different opinions.
- Textual Analysis
- Claim Writing and identification of appropriate support
- Research Skills including using the library databases

Course Big Ideas

1. Patterns and Spatial Organization (PSO)
2. Impacts and Interactions (IMP)
3. Spatial Process and Societal Change (SPS)

AP Human Geography College Board Skills

As students progress through the course they develop skills to help them think geographically and make connections between content in the seven units of study. The five (5) skill categories addressed in the course are:

1. Concepts and Processes
2. Spatial Relationships
3. Data Analysis
4. Source Analysis
5. Scale Analysis

Course Texts

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography* (AP Edition). 13 th ed. Upper Saddle River, NJ: Pearson, 2020.

This course also incorporates the use of multiple textbooks that are used throughout the year as supplements to the text above.

Grading Disbursement and Grading Practices

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

Semester Grade = Coursework (85%) + Final (15%)

Coursework consists of...

- **Practice Work – 10%**- In class activities, vocabulary practice, worksheets, etc.
- **Evidence Work- 90%** - Reading guides, quizzes, AP progress checks, unit tests & projects

Grading Practices

At Naperville North we define “**Practice**” and “**Evidence**” work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence work (summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.

Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student’s level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements

above are true.

Academic Integrity Code Statement

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. **The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.**

D203 AI Belief Statement

At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Scope & Sequence

Unit	CED Units & Sections	Exam Weight	Rubenstein Text Sections
1: Thinking Geographically	1.1 Introduction to Maps 1.2 Geographic Data 1.3 The Power of Geographic Data 1.4 Spatial Concepts 1.5 Human-Environmental Interaction 1.6 Scales of Analysis 1.7 Regional Analysis	8-10%	<i>This is Geography</i> 1.1 Why Is Geography a Science? 1.2 Why Is Every Place Unique? 1.3 Why Are Different Places Similar? 1.4 Why Are Some Actions Not Sustainable?
Personal Progress Check 1 Unit Test			
2: Population and Migration Patterns & Processes	2.1 Population Distribution 2.2 Consequences of Population Distribution 2.3 Population Composition 2.4 Population Dynamics 2.5 The Demographic Transition Model 2.6 Malthusian Theory 2.7 Population Policies 2.8 Women & Demographic Change	12-17%	<i>Population & Health</i> 2.1 Where Are People Distributed? 2.2 Why is Population Increasing? 2.3 Why Does Health Vary by Region? 2.4 Why Might Population Change in the Future? <i>Migration</i> 3.1 Where are Migrants Distributed? 3.2 Where Do People Migrate Within Countries?

	2.9 Aging Populations 2.10 Causes of Migration 2.11 Forced & Voluntary Migration 2.12 Effects of Migration		3.3 Why Do People Migrate? 3.4 Why Do Migrants Face Challenges?
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**Personal Progress Check 2
Unit Test**

3: Cultural Patterns & Processes	3.1 Introduction to Culture 3.2 Cultural Landscape 3.3 Cultural Patterns 3.4 Types of Diffusion 3.5 Historical Causes of Diffusion 3.6 Contemporary Causes of Diffusion 3.7 Diffusion of Religion and Language 3.8 Effects of Diffusion	12-17%	<p style="text-align: center;"><i>Culture & Social Media</i></p> <p>4.1 Where are Cultural Groups Distributed? 4.2 Where are Leisure & Material Culture Distributed? 4.3 Why is Access to Culture Unequal? 4.4 Why Do Cultures Face Sustainability Challenges?</p> <p style="text-align: center;"><i>Languages</i></p> <p>5.1 Where are Languages Distributed? 5.2 Why Do Languages Diffuse? 5.3 Why Do Languages Vary Among Places? 5.4 Why Do Languages Survive or Perish?</p> <p style="text-align: center;"><i>Religions</i></p> <p>6.1 Where are Religions Distributed? 6.2 Why Do Religions Have Distinctive Distributions? 6.3 Why Do Religions Organize Space in Specific Patterns? 6.4 Why Do Territorial Conflicts Arise Among Religious Groups?</p> <p style="text-align: center;"><i>Ethnicities</i></p> <p>7.1 Where are Ethnicities Distributed? 7.2 Why Do Ethnicities Have Distinctive Distributions? 7.3 Why Might Ethnicities Face Conflicts? 7.4 Why Do Ethnic Cleansing & Genocide Occur?</p>
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**Personal Progress Check 3
Unit Test**

4: Political Patterns & Processes	4.1 Introduction to Political Geography 4.2 Political Processes 4.3 Political Power and Territoriality 4.4 Defining Political Boundaries 4.5 The Function of Political Boundaries 4.6 Internal Boundaries 4.7 Forms of Governance 4.8 Defining Devolutionary Factors 4.9 Challenges to Sovereignty 4.10 Consequences of Centrifugal and Centripetal Forces	12-17%	<p style="text-align: center;"><i>Political Geography</i></p> <p>8.1 Where are States Distributed? 8.2 Why are States Challenging To Create? 8.3 Why Do States Face Threats? 8.4 Why Do States Have Distinctive Geographic Structure?</p>
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**Personal Progress Check 4
Unit Test**

5: Agriculture and Rural Land-Use Patterns & Processes	5.1 Introduction to Agriculture 5.2 Settlement Patterns and Survey Methods 5.3 Agricultural Origins and Diffusions 5.4 The Second Agricultural Revolution 5.5 The Green Revolution 5.6 Agricultural Production Regions	12-17%	<p style="text-align: center;"><i>Food & Agriculture</i></p> <p>9.1 Why Do People Consume Different Foods? 9.2 Where Did Agriculture Originate? 9.3 Where is Agriculture Distributed? 9.4 Why Do Farmers Face Sustainability Challenges?</p>
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	5.7 Spatial Organization of Agriculture 5.8 Von Thünen Model 5.9 The Global System of Agriculture 5.10 Consequences of Agricultural Practices 5.11 Challenges of Contemporary Agriculture 5.12 Women in Agriculture		
Personal Progress Check 5 Unit 5 Test			
6: Cities and Urban Land-Use Patterns & Processes	6.1 The Origin and Influences of Urbanization 6.2 Cities Across the World 6.3 Cities and Globalization 6.4 The Size and Distribution of Cities 6.5 The Internal Structure of Cities 6.6 Density and Land Use 6.7 Infrastructure 6.8 Urban Sustainability 6.9 Urban Data 6.10 Challenges of Urban Changes 6.11 Challenges of Urban Sustainability	12-17%	<p style="text-align: center;">Services & Settlements</p> 12.1 Where are Services Distributed? 12.2 Where are Consumer Services Distributed? 12.3 Where are Business Services Distributed? 12.4 Why Do Services Cluster in Settlements? <p style="text-align: center;">Urban Patterns</p> 13.1 Why are Cities Challenging to Define? 13.2 Where are People Distributed in Urban Areas? 13.3 Why Do Urban Areas Expand? 13.4 Why Might Cities Be More Sustainable?
Personal Progress Check 6 Unit 6 Test			
7: Industrial and Economic Development Patterns & Processes	7.1 The Industrial Revolution 7.2 Economic Sectors and Patterns 7.3 Measures of Development 7.4 Women and Economic Development 7.5 Theories of Development 7.6 Trade and the World Economy 7.7 Changes as a Result of the World Economy 7.8 Sustainable Development	12-17%	<p style="text-align: center;">Development</p> 10.1 Why Does Development Vary Among Countries? 10.2 Where are Inequalities in Development Distributed? 10.3 Why Do Countries Face Development Challenges? 10.4 Why are Countries Able to Make Progress in Development? <p style="text-align: center;">Industry & Energy</p> 11.1 Where is Industry Distributed? 11.2 Why Do Industries Face Energy Challenges? 11.3 Why Do Industries Face Pollution Challenges? 11.4 Why are Industries Changing Locations?
Personal Progress Check 7 Unit 7 Test			

Communication

- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

Films

This course may utilize the use of films to support the learning targets and essential standards of the course. A permission slip will be sent home (via hardcopy or through Infinite Campus) for any film that is

Rated R and an alternative assignment and/or learning experience will be provided for students who choose not to view the film.

Field Trips

The field trips are designed to enrich the learning experience of the students to make more solid connections to the content of the course. **The field trips, while such great learning experiences, are a privilege.** Students must be passing all of their classes and in compliance with our attendance policy in order to qualify for the field trip experience

Additional Resources for Support

- You can make an appointment with your teacher should they need additional instruction or support in learning material.
- You can attend your teachers WIN sessions to review material or work on mastery of content
- Peer Tutoring is provided during all Lunch periods in the Literacy Center

Parents or Guardians

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.