The course is structured according to the course outline from the AP® Human Geography Course Description published by the College Board. The purpose of the course is to use geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live.

Units of study begin with physical geography and continue with the nature and perspectives of geography; demography including but not limited to density, migration patterns and influencing factors; cultural patterns and processes including but not limited to language, religion, and ethnicity; political geography; economic geography; industrialization; rural and urban geography including but not limited to land use and development. Emphasis is placed on geographic models and their applications. Case studies are compared locally, nationally and internationally.

AP Equity and Access Policy
As a College Board approved class educators are strongly encouraged to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Objectives
*To introduce students to the systematic study of patterns and processes that shape human use and alteration of earth’s surface.
*To learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing.
*To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas.
*To fully prepare the student for AP Human Geography exam in May that offers college credit

Textbook
Rubenstein, J. M.: The Cultural Landscape: An Introduction to Human Geography. Only the Rubenstein book will be distributed to each student.

Other texts and sources will be accessed in class.

Suggested Materials and Additional Resources


Barron’s: AP Human Geography Test preparation
360 Degrees Longitude
The Economist magazine  www.maps101.com
Foreign Policy magazine  www.prb.org
New York Times  www.nationalgeographic.org
Geography Alive! by Teachers’ Curriculum Institute  www.nationalatlas.gov

Recommended Materials - items with * are used daily
*#2 pencils
*pen - black or blue ink only
*3” binder and 6 dividers (to keep all notes from class)
*300 (or more) note cards
* 5 subject Notebook/or filler paper

Expectations
This course is a college level course that will be more difficult than any History course you have taken. You are learning many new skills along with new knowledge of the world beyond your view. Please do not be upset if you receive grades that are lower than you’re used to in the first semester as you adjust to the higher level of rigor. You are pushing yourself to BE MORE and I am here to help, guide, and mentor you! If you honestly keep working hard, you will continue to do better. Each of you will have the opportunity to take the College Board’s AP Human Geography Exam in May. This exam determines mastery of the course and possible college credit for the cost of the exam - around $86.00. Those with free/reduced lunch are offered the same exam at a lower cost. These monies will be collected in February with registration so please plan accordingly. Further information will be sent home as the registration approaches.

All policies in the student handbook will be followed, to maintain a professional and respectful atmosphere. Disruptions of the educational process will not be tolerated. Severe disruptions will result in an office referral. Discipline issues will be handled fairly, but on an individual basis in my classroom. Consequences may include, but are not limited to: change in seating arrangement, letters or phone calls to home, detentions, and office referrals. I do not foresee any of these problems.

Absences: excused, unexcused, or pre-planned
Daily attendance is vital for success! Whether a student is absent or tardy, that student is responsible for all assignments made in his or her absence. Information on assignments is posted in the classroom. “Experiences” such as class discussions, interactions with peers, group work, etc., are impossible to replicate/make up. It is your responsibility to turn in a major assignment or complete a test or quiz before you are absent for a school-related event or other excused absence. It is the student’s responsibility to reschedule their make-up test or quiz. Work missed as a result of an unexpected, but excused absence (i.e. illness) should be made-up upon return to school where you have a number of days equal to the amount of class periods missed to complete missing daily work, tests, or quizzes. Work missed as the result of an unexcused absence will receive a grade of ZERO.

Make-ups will not be given unless an absence is excused. Please see the student handbook for absences that will be excused.

Tardy
You are expected to be in class, seated, and ready to work when the bell rings. As per the student handbook, any tardy student must report to SWEEP. The student will be responsible for all missed work and late assignments. If you are more than 30 minutes late, you are marked absent. I do not expect this to be a problem.

Late Work: not for full credit
If you don’t have your homework finished and ready to turn it at beginning of class, it’s late. You will not receive full credit for late work. Late work turned in will receive a grade of 50%. If work is not turned in at all, you will receive a Zero and your parent or guardian will be contacted.

Technology
Both in-class assignments and homework assignments may require the use of computers with internet access. If you do not have internet access readily available at home, you are welcome to use the computers in the library or labs either before or after school, or with a pass, during lunch. Announcements and information about my classroom assignments can be accessed by students AND parents via email.

**Tutoring and Extra Help**
I expect all of my students to attend tutoring before Unit or Final exams and as needed through the year. You are required to come to tutoring if your grade is lower than an 80% on your progress report. Tutoring time is for you to ask questions and learn more, with greater depth. I am here to help.

**Grading:**
This class is structured to give you skills required for success on the AP Human Geography Exam and life-long learning. Time in class will be devoted to learning how to analyze and evaluate AP-type multiple choice questions as well as how to effectively respond to a Free Response Question (FRQ) and Document Based Question (DBQ).

80% of your grade will come from homework, classwork, tests, quizzes and FRQ’s and DBQ’s (1DBQ or FRQ per unit= 7 units total).

20% of your grade will come from Final Exams

**Free-Response Questions**
In the free-response section of the AP Human Geography Exam, students have 75 minutes to answer three constructed-response questions. The questions may require students to synthesize different topical areas and to analyze and evaluate geographical concepts. Questions may also require students to supply appropriately selected and well-explained real-world examples to illustrate geographic concepts. Questions may be based on stimulus material such as verbal descriptions, maps, graphs, photographs, and diagrams. Students are expected to use their analytical and organizational skills to formulate responses in narrative form; bulleted lists are not acceptable as a response. **Samples of these questions can be accessed on the College Board website.**

**Document Based Questions**
The required DBQ differs from the standard essays in its emphasis on your ability to analyze and synthesize data and assess verbal, quantitative, or pictorial materials as evidence. Like the standard essays, however, the DBQ is judged on its thesis and argument. Although confined to no single format, the documents are unlikely to be the familiar classics (such as the Emancipation Proclamation or the Declaration of Independence), but their authors may be major figures discussed during the course. The documents vary in length and are chosen to illustrate the interactions and complexities of the content. They may include charts, graphs, cartoons, and pictures, as well as written materials. The DBQ typically requires students to relate the documents to a theme and thus to focus on major issues. For this reason, outside knowledge -- information gained from materials other than the documents -- is very important and must be incorporated into your essay if the highest scores are to be earned. **Samples of these questions can be accessed on the College Board website.**

Five steps towards a successful DBQ answer:

1. Read the question -- that is, the prompt -- three times. Remember that in this instance "AP" stands for "address prompt."
2. Identify the task. State in your own words what you are being asked to write.
3. Circle or underline the main words, especially words of direction, such as "analyze," "explain," "compare and contrast," "evaluate," and "to what extent."
4. Briefly list the main events of the historical time period addressed. Use the acronym PERSIA to help you categorize the political, economic, religious, social, intellectual, and artistic aspects of the period. This is outside information that may be included in the essay.

5. Read each document, noting the source or the title. Briefly write the main point of each document. If the prompt requires you to take one position or another, group the documents on the basis of those positions.

6. Use the source or the title when referring to the information in the document. Do NOT use the word "document" in the narrative of your essay. (Writing "Document A says," "Document B says," and so on results in a laundry list of documents instead of an essay.) You may use the word "document" in parentheses as a reference to a specific document at the end of the information you have included from that document. These notes help you organize your use of the documents throughout your essay. Essential note to remember: Students write the essay; documents don't write the essay.

All assignments will be announced and you will be given ample time to complete each task. Grades are based on your learning and mastery of the content. All assignments have a due date. Late work is 50% up to end of unit. Beyond that, late assignments WILL NOT BE ACCEPTED. Should a student arrive late or leave school early on the day an assignment is due, it is still the responsibility of the student to submit that assignment to the teacher on the due date. Missing class does NOT give the student an additional time to submit an assignment. You may turn in your work to the office and they will put it in my box.

Also be sure to have extra ink cartridges and paper so that you do not end up in a “pickle”. I will not accept technical errors as an excuse for late or missing work. Back up all files so that you can access them elsewhere if necessary.

Tests:
All tests will be constructed to replicate AP testing conditions. This will include multiple choices and at least one short answer if not a complete 5 paragraph essay. Each test will be over several chapters of content and will increase as the semester moves forward. Tests will be timed (as is the AP Exam). Tests will be evaluated similar to the evaluation of AP Exams.

Honesty Code
You and your parents will be signing an honor code of conduct for your class. Cheating, copying, and plagiarism are serious offenses for college bound students. All work turned in by you is to be your work alone unless group work is assigned. I take this very seriously and will use TurnItIn.com for written assignments with penalties of immediate office referral and a ZERO on any assignment with plagiarism, copying, or matching papers.

If you have any questions, please be sure to contact me in person, via email above, or by school phone. I am thrilled to be with you for an amazing year of learning about people around the world!

Curriculum:
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 the Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. This course is designed to coincide with the National Geographic Standards developed in 1994. The five major goals of this course are to enable students to:

1. Use and think about maps and spatial data.
2. Understand and interpret the implications of associations among phenomena in places.
3. Recognize and interpret at different scales the relationship among patterns and processes.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.
This course is divided into 7 major units that will be covered prior to the AP Exam according to the College Board.

1. Geography: Nature and Perspectives
2. Population and Migration
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Agricultural and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use

Teaching Strategies:
I have structured the class around four main activities: (1) practice of key geographical skills, (2) Discussion of key concepts and terminology, (3) Examination of case studies, and (4) Practice of written expression via free-response questions. A typical day includes at least 2 of these activities (examples are given below). For instance, a 55-minute period might consist of 25 minutes of classroom discussion focused on new concepts covered in the previous reading assignment, 30 minutes of presentation of illustrative case studies (video, teacher presentation); or 25 minutes of readings from newspaper/magazine), and 30 minutes of practice writing an answer to a free-response question and reviewing a scoring guideline that might be used to grade it. The first activity is the one I use most commonly in order to practice key geographical skills. Every day I ask students to examine or create a map(s) or graphed or textual information and respond to it using concepts like scale, region, location and place, or association and interconnection.

Course Planner
Unit 1
Weeks 1-3: The Nature of Geography
Reading Assignments
• Rubenstein, Chapter 1: “Thinking Geographically”
• Kuby, Chapter 1: “True Maps, False Impressions”
• Rubenstein, Appendix, pp. 488-93
Unit Objectives and Activities
1. Define geography, human geography; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each:
   a) Distributions
   b) Locations
   c) Regions
3. Identify how each of the following plays a role in mapmaking:
   a) Simplification
   b) Categorization
   c) Symbolization
   d) Induction
4. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.
5. List different types (models) of diffusion and provide examples/illustrations of each in the real world.
6. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each.

Unit 2
Weeks 4-6: Population
Reading Assignment
• Rubenstein, Chapter 2: “Population”
• Kuby, Chapter 7: “The Hidden Momentum of Population Growth”
Unit Objectives and Activities
1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Consider the concepts of acumen and non-acumen and consider:
   a) Why do most people live where they do?
   b) For what reasons have humans historically avoided certain areas?
   c) Where do no examples of each exist? Why?
3. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
4. Explain the elements of a population pyramid and distinguish between characteristic shapes.
5. Explain the demographic transition model:
   a) What are its components?
   b) Which countries does it describe in each phase?
   c) Why might it not predict the future for developing countries today?
6. Give examples of pro- and anticatalysts policies and their effects in example countries.
7. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.
8. Concerning natural hazards, do the following:
   a) List various types of natural hazards and disasters
   b) Map the areas most affected by them
   c) Compare with the map of population distribution
   d) Hypothesize the degree of danger in various regions
   e) Discuss methods that are taken to adapt to these dangers

Video Case Study
• Program 18-1, “Egypt: Gift of the Nile”

Weeks 7-9: Movement
Reading Assignments
• Rubenstein, Chapter 3: “Migration”
• Kuby, Chapter 4: “Newton’s First Law of Migration”

Unit Objectives and Activities
1. Distinguish between and give characteristics of the following types of human movement:
   a) Circulation and migration
   b) Forced and voluntary migration
   c) Push and pull factors
2. Discuss the contributions of Ravenstein to the study of human movement and migration.
3. Use the gravity model to predict migration and evaluate its efficiency and usefulness.
4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
5. Characterize a refugee and refugee populations.
6. Discuss the migration history of the United States through the following:
   a) Immigration history
   b) Immigration policy
   c) Historic and contemporary streams of migration
   d) Internal migration patterns
7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
8. Correlate migration patterns to the demographic transition model.

Video Case Studies
• Program 21-1, “Mexico: Motive to Migrate”
• Program 2-2, “Operation Hold the Line”

Unit 3
Weeks 10-11: Culture
Reading Assignments
Rubenstein, Chapter 4: “Folk and Popular Culture”
Kuby, Chapter 2: “Cactus, Cowboys, and Coyotes: The Southwest Culture Region”

Unit Objectives and Activities
1. Define culture and cultural geography.
2. Compare and contrast the following aspects of folk and popular culture:
   a) Origins
   b) Methods of diffusion
   c) Culture regions
3. Examine specific examples of folk culture and regions.
4. Examine examples of specific popular cultural traits and discuss their diffusion.
5. Discuss ways in which cultural traits are affected by and affect the natural environment.
6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.

Video Case Study
• Program 14-1, “Indonesia: Tourist Invasion”

Weeks 12-13: Geography of Language
Reading Assignment
• Rubenstein, Chapter 5: “Language”

Unit Objectives and Activities
1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide.
4. Show the division of Europe into the following language groups and give specific examples from major groups:
   a) Germanic
   b) Slavic
   c) Romance
5. Describe the following characteristics of English:
   a) Origin and historical development
   b) Worldwide diffusion
   c) Spatial variation
   d) Role in cultural convergence
6. Explain the how, why, and where of language change.
7. Discuss the regional and local variety in language using the following terms:
   a) Slang
   b) Isogloss
   c) Accent
8. Explain how toponyms are derived and classified and give various examples.

Video Case Study
• Program 25-2, “Montreal: An Island of French”

Weeks 14-16: Geography of Religion
Reading Assignment
• Rubenstein, Chapter 6: “Religion”

Unit Objectives and Activities
1. Identify the following characteristics of all major religions:
   a) Point of origin
   b) Method of diffusion
   c) Current distribution
   d) Landscape expression
2. Map the religious regions of the United States.
3. Discuss the major branches, their origins, and their current distributions for the following religions:
   a) Christianity
   b) Islam
   c) Buddhism
4. Distinguish between ethnic and universalizing religions:
   a) Holy sites
   b) Holy days
   c) Methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
6. Discuss various specific religious conflicts around the world in terms of the following:
   a) Religion versus politics
   b) Religion versus religion—interfaith conflicts
   c) Religion versus religion—intrafaith conflicts

**Video Case Study**
- Program 17-1, *“Jerusalem: Capital of Two States?”*

**Weeks 17-19: Ethnicity, Gender, and Geography**

**Reading Assignment**
- Rubenstein, Chapter 7: “Ethnicity”

**Unit Objectives and Activities**
1. Describe the distribution of major ethnicities within the United States:
   a) Identify states/regions in which they are clustered
   b) Identify regions in which they are mostly absent
   c) Provide reasons for the present distribution
2. Examine case studies of ethnic conflicts from different regions.
3. Consider ways in which gender-related issues are expressed spatially, particularly:
   a) Economic roles and activity
   b) Health and reproduction
   c) Level of education
4. Discuss various nation-state configurations and illustrate them with examples:
   a) Nation-state
   b) part-nation state
   c) Multinational state
   d) Stateless nation

**Video Case Studies**
- Program 24-1, *“Boston: Ethnic Mosaic”*
- Program 8-1, *“Dagestan: Caucuses Disconnect?”*
- Program 19-1, *“South Africa: This Is My Land”*

**Unit 4**

**Weeks 20-22: Political Geography**

**Reading Assignment**
- Rubenstein, Chapter 8: “Political Geography”

**Unit Objectives and Activities**
1. Explain the concept of state by:
   a) Identifying necessary qualifications and characteristics
   b) Listing examples of states in various regions
   c) Describing quasi-states
2. Describe the problems of multinational states and stateless nations.
3. List advantages and disadvantages of different types of boundaries and provide real-world examples:
   a) natural/physical boundaries
   b) Cultural boundaries
   c) Geometric boundaries
4. List advantages and disadvantages of different shapes of states and provide examples.
5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
6. Define irredentism and devolution and illustrate with examples.
7. Summarize the history of the United Nations and identify issues of current importance regarding it.
Video Case Studies
• Program 13-1, “Laos: Isolated Heart”
• Program 3-2, “Slovakia: New Sovereignty”

Unit 5
Weeks 23-25: Economic Development
Reading Assignments
• Rubenstein, Chapter 9: “Development”
• Kuby, Chapter 8: “From Rags to Riches: The Dimensions of Development”
Unit Objectives and Activities
1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed.
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
5. Provide examples of the different sectors of a country’s economy and explain the economic relationship between them.
Video Case Study
• Program 18-2, “Oman: Looking Beyond Oil”

Unit 6
Weeks 26-28: Geography of Agriculture—Primary Economic Activities
Reading Assignments
• Rubenstein, Chapter 10: “Agriculture”
• Rubenstein, Chapter 14: “Key Issue 3”
Unit Objectives and Activities
1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today.
   a) Neolithic Revolution
   b) Second Agricultural Revolution
   c) Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions:
   a) Climate
   b) Terrain
   c) Culture
   d) Situation with regard to world markets
4. Describe and apply the von Thünen model to both small- and large-scale situations.
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.
7. Compare and contrast different types of rural landscapes and settlements:
   a) Linear villages
   b) Cluster villages
   c) Dispersed settlements
Video Case Studies
• Program 13-2, “Vietnam: Fertile Dreams”
• Program 22-2, “Chile: Pacific Rim Player”
• Program 12-1, “Northern Japan: Protecting the Harvest”
• Program 16-2, “Dikhatpura: Help through Irrigation”

Unit 7
Weeks 29-31: Geography of Industry—Secondary Economic Activities
Reading Assignments
• Rubenstein, Chapter 11: “Industry”
• Rubenstein, Chapter 14: “Key Issue 1”
• Rubenstein, Chapter 14: “Key Issue 2”
• Kuby, Chapter 6: “Help Wanted”

Unit Objectives and Activities
1. Explain the Industrial Revolution by:
   a) Describing its origin
   b) Describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each:
   a) origin and resources
   b) Current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape.
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in:
   a) Developed countries
   b) Developing countries
6. Make graphic models that describe the inputs and connections of various industries.

Video Case Studies
• Program 8-2, “Bratsk: The Legacy of Central Planning”
• Program 26-2, “U.S. Midwest: Spatial Innovations”
• Program 9-1, “Shanghai: Head of the Dragon”

Weeks 32-34: Urban Geography—Tertiary Economic Activities

Reading Assignments
• Rubenstein, Chapter 12: “Services”
• Rubenstein, Chapter 13: “Urban Patterns”
1. Contrast European and North American cities:
   a) Central business districts
   b) Suburbs and suburban growth
2. Compare and contrast elements of the following urban models:
   a) Concentric zone
   b) Sector
   c) multiple-nuclei
   d) Galactic city/edge cities
3. Describe the move of retail and industry to the suburbs.
4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
5. Differentiate between three models of North American cities.
6. Compare and contrast spatial characteristics of cities in the following regions:
   a) Latin America
   b) Africa
   c) Southeast Asia
7. List and evaluate the problems of the inner city.
8. Explain and illustrate important models dealing with the urban hierarchy:
   a) central-place theory
   b) rank-size rule and primate cities

Video Case Studies
• Program 23-1, “São Paulo: The Outer Ring”
• Program 24-2, “Chicago: Farming on the Edge”
• Program 12-2, “Tokyo: Anatomy of a Mega-City”

Weeks 35-36: Review
I review for the AP Exam by providing students with a copy of the Course Outline from the AP Human Geography Course Description and asking them to define, illustrate, or comment on each item.
Student Activities
Unit I. Map Analysis Essay
Students select a map from a newspaper, magazine, the Internet, or another source (the map or a photocopy of it must be turned in with the essay). Students examine the map carefully and think about the choices the cartographer made. They must consider the map’s projection, colors, symbols, data classification, scale, and overall design. In a five-paragraph essay, they must evaluate (stressing both advantages and limitations) the map’s usefulness.

Unit II. Population Map Assignment
Students read Rubenstein, Chapter 2, Key Issue 1: “Where Is the World’s Population Distributed?” On the world outline map that has been provided, they color each of the five population-concentration regions a different color and identify. On the back of the map or on a separate page, students write a bulleted list of facts about each region (taken from the reading). Using a pencil, they lightly shade the areas on the map that are sparsely populated. Students use the vocabulary word *acumen* in a sentence to describe the work they just completed. They then use their own words (or graphics) to describe the three types of population densities (arithmetic, physiological, and agricultural). (This assignment comes from Jerry Clem of Lower Richland High School in Columbia, South Carolina.)

Unit III. A Hot Dog Program and Essay
Students watch the video *A Hot Dog Program* in class. The video focuses on the different ways hot dogs are prepared and served in different regions of the United States. After the video we have a discussion about other regional differences students have experienced (foods, customs, speech patterns, etc.). Many of the students in the class have moved to South Carolina from other parts of the country, so this is usually a very interesting conversation. For example, we have learned that the tooth fairy operates differently in some communities; in some parts of the country, children leave a glass of water beside the bed for the fairy to dip her wings in, turning the water blue!

Students select one category of regional differences and write an essay about the differences. They are asked to speculate about the origins of the differences. Topics students have described include pizza toppings, terms used for carbonated beverages, Christmas (or other holiday) customs, and sports and hobbies.

Unit III. Houses of Worship Field Study
After selecting a date, I contact several local houses of worship to arrange for the students to visit. I speak with the minister, rabbi, or other leader to schedule a time and discuss the purpose of the visit. We typically go to five different houses of worship in a single day (e.g., Greek Orthodox, Roman Catholic, Protestant, Jewish synagogue, Hindu temple, and Muslim mosque), spending 45 to 60 minutes at each location. I charter a bus from a local tour company and arrange for lunch at a local restaurant that can accommodate our large group. I map the route and provide an itinerary for the bus driver as well as for the students and parents. Usually a number of parents volunteer to accompany us on the trip, and I make the necessary arrangements with the school (e.g., field trip permission forms, attendance lists).

After the trip, students write an essay based on the following question: How does the cultural landscape of a house of worship reflect the beliefs and practices of a particular religion?
- **Option 1:** Analyze a single house of worship and how it relates to religious beliefs and practices. Cite specific examples of material culture found and how they are reflective of that religion.
- **Option 2:** Compare or contrast two houses of worship and show with specific examples how their similarities/differences are evident in the landscape and are reflective of their similarities/differences in belief.

Unit IV. Political Issues Project
Students select a current political issue (e.g., war, civil conflict, border dispute, independence movement) to research. *Teaching Political Geography* is an excellent resource for project topic ideas. Each student makes an oral presentation to the class, using appropriate maps and providing classmates with copies of a one page summary handout.
Unit V. Economic Development Project
Students will research a specific company of their choosing. They will present their findings to the class in an oral report describing the following:
What economic benefits will the project create for the community?
• Direct effects
• Indirect effects
• Induced effects
As well as decide if the Company’s location is beneficial or a detriment to the culture around it.

Unit VI. Agricultural Products Project
Students research a specific agricultural product, crop, or animal. They present their findings to the class in an oral presentation that includes:
• The history of the domestication and diffusion of the plant or animal,
• The growth cycle and climatic considerations,
• a world (or appropriate region) map that shows production areas and flows to consumption areas, and a discussion on the utilization (e.g., food or industrial raw materials?) and cultural considerations (e.g., taboos? areas of preference?).

Unit VII. Architecture Project
Students are assigned a style of residential architecture to research. They make a five-minute oral presentation to the class (using PowerPoint, the overhead projector, or ELMO visual presenter) that must include:
• a photograph or drawing of a classic example of the style,
• a list of distinguishing features (they use the picture to point these out),
• background history (e.g., when and where the style originated and diffused), and
• if possible, a photograph and the address of a local example.
Parent and Student Acknowledgement

Students:
I acknowledge that I have read and understand the classroom “Policies and Procedure statement for Mr. Ruiz’s AP Human Geography class and I agree to abide by it. If I choose not to comply with any of those policies or procedures, I also understand the consequences.

Student Printed Name ___________________________ Date __________________
Student Signature

Parents:
I acknowledge that I have read the Policies and Procedures statement and I also understand that my son/daughter needs my full support and guidance in school attendance, completion of assignments, and maintenance of good health through nutrition, rest and emotional support.

Also, please note that during the course of the year, videos/films may be shown in this history class. All films will be relevant to the content of the course. Your signature on this page grants your permission to show your child films with ratings of “NR” (pre 1967) and/or “PG” only.

________________________________________ Date __________________
Parent signature

Parents, for better communication, please provide your daytime number and your email address.

Phone: ________________________________

Student Email: ______________________________

Parent Email: ______________________________

Please return this form to your teacher during the first class meeting.