



AP HUMAN GEOGRAPHY APPLICATION

COMPLETION REQUIRED FOR CONSIDERATION

This document, along with the accompanying required pieces, must be completed in full and returned in a timely fashion according to the dates provided.

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Personal Information

Name:

Current Grade Level:

Cumulative GPA:

Extra-Curricular Activities/Organizations involved in:

Course Note

AP Human Geography is a college level class with heavy emphasis on written and spoken skills. The reading requirements are strenuous. The academic behaviors you have established to this point and your ability to manage the expectations detailed in the course syllabus will be the major determinant of the level of success you achieve.

The Application

This application is intended to accomplish the following:

1. Provide a formal process by which students will express their interest in taking on a challenging academic experience
2. Inform students and parents of the process of becoming eligible for AP Human Geography
3. Provide pertinent information about the course as to make an initial decision of interest
4. Provide the teacher, the guidance office, and the CaSH committee with information to make proper decisions regarding student entry into an AP course

PROCESS

CHECK LIST:

1. Successful completion of all pre-requisite courses and minimum cumulative GPA of 3.2
2. Completion of the school registration form
 - Online
3. Complete and return the application, including:
 - a. Personal Information
 - b. Sample Questions & Sample Reading Signature
 - c. Personal Essay
 - d. "Brief" Syllabus Signature
4. 5 minute meeting with Mr. Hyde:
 - Before school from 7a.m. – 7:50a.m
 - After school from 3:15p.m. – 3:35p.m.
 - Sign up in Mr. Hyde's room or just stop in during above times in March
5. CaSH Committee Review
 - Nothing for applicant to do
6. Rosters submitted
 - By teacher
7. Notification of acceptance
 - By email

Process

To be considered eligible to take this course, you need to complete this application. This includes the following items, by the dates provided:

1. Personal Information
2. Review and sign the course "Brief" Syllabus
3. Sample Questions
4. Personal Essay
5. 5 minute meeting with Mr. Hyde (beginning in March)

After completion and submission of all the required documents, your materials will be reviewed by the teacher and the CaSH committee. Upon review of the materials and completion of your 5 minute meeting with Mr. Hyde, you will receive notification of application outcome shortly after the date identified below.

Important Dates:

Application available from Mr. Hyde or Mr. Brunt	January 29
Return completed application (Personal Info, "Brief" Syllabus, Sample Questions, and Essay)	February 27
Review of the application materials begins	March 1
Rosters submitted (Acceptance notice after this date)	April 7

Sample Multiple Choice Questions

Students are required to answer all of the questions to the best of their ability, paying attention to the specific directions given for each set of questions. As much of the content will be new to the student, no cutoff score is required for admission. The intention of the exercise is to expose the student to the difficulty level of questions they will see in class and on the AP Exam. Please return the completed questions with this application.

Text Selection Signature

I acknowledge I have read thoroughly the selection from the course text, and I am aware that this selection represents the material which students in AP Human Geography are expected to read and comprehend on a daily basis.

Print Student Name: _____

Student Signature: _____

Print Parent Name: _____

Parent Signature: _____

Personal Essay

Type a 1- 2 page essay which addresses the questions posed below. Your essay should be titled as follows- AP Human Geography Personal Essay; by (insert your name). Double space your essay, use 12 point, Calibri font, and 1 inch margins and attach your essay to the completed application.

Questions are: Why do you want to take this course? What skills, habits, and motivations do you possess that will make you successful in both the course and on the AP Exam in May?

Advanced Placement Human Geography

“Brief” Syllabus

Mr. Hyde Room 110

chyde@spectrumhighschool.org

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 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. The course is designed to study the historical, sociological, economic and political forces which shape society.

Textbook

Rubenstein, James M. 11th Edition, *The Cultural Landscape: An Introduction to Human Geography*

Additional selections as distributed by instructor

Required Materials

Three-ring binders (as needed)

Notebooks (as needed) Pens/Pencils

Notecards

Recommended Materials

AP Human Geography Review Guide

Course Objectives

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, 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 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 develop a geographic perspective with which to view the landscape and understand current events
- To develop an understanding of and an opinion on the geographic study of globalization vs. local diversity

Keys to Success

1. **Read often.** The reading homework can quickly become unmanageable if you don't keep up with the schedule. The best strategy is to block time to read on a regular basis so that you are always prepared for class and the material is understood and learned.

2. As you read **look up words you are unfamiliar with.** Write these words down in your study guide and/or notebook. The writers of the AP Human Geography Exam expect you to have a college-level vocabulary. It's your job to develop your vocabulary.

3. **Ask questions** in class when you are confused or struggling to understand- chances are others would like clarification as well.

4. Take notes as you read and during the lectures in class. Be an active reader and note-taker, ask questions and summarize as you go and review when you are finished. The text cannot be read as a novel – you must be engaged in the reading.
5. Budget your time thoughtfully - don't underestimate the amount of time you need to do your reading and complete assignments.
6. Form small study groups to review for tests.
7. Review past chapters as we go through the course- it will continuously help you to see and understand the big picture of Human Geography.
8. Stay organized - 3-ring binders and dividers to organize your notes, essays, articles, and other materials by chapter as we advance throughout the year. Purchase additional binders as needed. When it comes time to review in the spring you'll have everything at the ready and your review time will be more purposeful.
9. Be in class- everything we do every day has purpose. When you are not in class you are indeed missing something important - a step along the journey.
10. Prepare for tests appropriately - if you are in the habit of "cramming" the night before the test, you will be disappointed with your results in this class- you must read and take notes regularly. There is just far too much content to "cram."
11. Establish good study habits. Pay attention to how you study. Break down readings assignments by the number of nights you have to achieve them. Reading/note taking should be done at a desk/table. Preview before readings (headings and subheadings, focus questions, conclusions section). Create flash cards for vocabulary. Pay attention to visuals in the text.

Grade Standards

93-100% A	80-82% B-	68-69% D+
90-92% A-	77-79% C+	67% D
87-89% B+	73-76% C	65-66% D-
83-86% B	70-72% C-	64% or Less F

Highlights of the APHG Exam

- ✓ The AP Human Geography Exam
- ✓ 2 hours and 15 minutes in length
- ✓ 60 minute multiple-choice section with 75 Questions and a 75 minute essay section (3 Free Response Questions, 25 minutes per question)
- ✓ Each section accounts for half of exam score
- ✓ No penalty for incorrect MC answers
- ✓ FRQ essay questions may ask students to:
 - Synthesize topical areas
 - Analyze or evaluate geographic concepts
 - Supply real-world examples to illustrate geographic concepts
- ✓ FRQ essay questions may be based on material such as verbal descriptions, maps, graphs, photographs, and diagrams
- ✓ Colleges and universities are responsible for setting their own credit and placement policies

“Brief” Syllabus Signature Here:

I have reviewed the entirety of the course “Brief” Syllabus, including, in particular, the information describing the nature of the AP exam in May. I have also reviewed 'keys to success' and I am willing to undertake each recommendation.

Student: _____ Parent (Guardian): _____

9. Which of the following is true of an edge city?
- (A) It is located on the edge of a lake, river, or other physical feature.
 - (B) It is close to bankruptcy.
 - (C) It is an outlet for a region's trade.
 - (D) It is increasingly used for heavy industry.
 - (E) It has a large amount of recently developed retail and office space.
10. An increase in the demand for a city's goods and services produces rapid in-migration. Which of the following explains why a city often does not experience a corresponding out-migration when the demand for its goods and services declines?
- (A) Most countries have unemployment benefit programs designed to keep workers in place to provide a reservoir of cheap labor.
 - (B) Most countries have strict controls on migration that limit intercity movement.
 - (C) Unemployed workers have skills that may not easily transfer to a new city.
 - (D) Family and emotional bonds to the city may limit workers' mobility.
 - (E) The decline in demand for the city's goods and services indicates that the country's entire economy is in decline; therefore workers have no place to go.
11. Which of the following characteristics applies to more-developed countries?
- (A) Early stages of epidemiological transition
 - (B) Long life expectancies
 - (C) High total fertility rates
 - (D) Rapid population growth
 - (E) Early stages of the demographic transition
12. Which of the following best illustrates the geographical concept of the nation-state?
- (A) Canada
 - (B) Russia
 - (C) Belgium
 - (D) Iceland
 - (E) India
13. All of the following contain major oil-producing zones EXCEPT the
- (A) Caspian Sea
 - (B) North Sea
 - (C) Persian Gulf
 - (D) Gulf of Mexico
 - (E) Gulf of California
14. All of the following are examples of the spatial analysis tradition in geography EXCEPT the
- (A) number of space shuttles constructed
 - (B) volume of telephone calls between Corey Union and Old Main
 - (C) trans-Atlantic slave trade
 - (D) distance associated with shopping trips to area malls
 - (E) volume of air traffic between London and Hong Kong
15. Which of the following is an example of a cultural landscape?
- (A) Coastal wetland
 - (B) Cloud forest
 - (C) Stand of mangrove trees
 - (D) Eroded shoreline
 - (E) Adobe ruins
16. The growth potential of alternative agricultural practices such as the growing of amaranth grain and the raising of deer, elk, emus, and buffalo for meat is limited because
- (A) the dietary laws in the United States are restrictive
 - (B) the growers have not established an integrated commodity chain
 - (C) the animals and grain are difficult to raise
 - (D) it is impossible to domesticate new plants and animals
 - (E) the high protein content of these meats and grains is thought to be unhealthy
17. According to Carl Sauer, which of the following is true about plant domestication?
- (A) it originated in marginal areas with limited food resources.
 - (B) it first occurred in diversified habitats with a variety of species.
 - (C) it was developed by farmers who were starving and desperate for food.
 - (D) it owes its origins to the domestication of animals.
 - (E) it was at first dependent on irrigation.

Sample Reading

Maps

A map is a scale model of the real world, made small enough to work with on a desk or computer. It can be a hasty here's-how-to-get-to-the-party sketch, an elaborate work of art, or a precise computer-generated product. A map serves two purposes: It is a tool for storing reference material and a tool for communicating geographic information.

- As a reference tool. A map helps us to find the shortest route between two places and to avoid getting lost along the way. We consult maps to learn where in the world something is found, especially in relation to a place we know, such as a town, body of water, or highway. The maps in an atlas or a road map are especially useful for this purpose.
- As a communications tool. A map is often the best means for depicting the distribution of human activities or physical features, as well as for thinking about reasons underlying a distribution.

A series of maps of the same area over several years can reveal dynamic processes at work, such as human migration or spread of a disease. Patterns on maps may suggest interactions among different features of Earth. Placing information on a map is a principal way that geographers share data or results of scientific analysis.

Early Mapmaking

From the earliest human occupancy of Earth, people have been creating maps to assist with navigation. The earliest surviving maps were drawn in the Middle East in the seventh or sixth century BC (Figure 1-2). Miletus, a port in present-day Turkey, became a center for geographic thought and mapmaking in the ancient world. Thales (624?–546? BC) applied principles of geometry to measuring land area. His student, Anaximander (610–546? BC), made a world map based on information from sailors, though he portrayed Earth's shape as a cylinder. Hecateus may have produced the first geography book around 500 BC.

Aristotle (384–322 BC) was the first to demonstrate that Earth was spherical. He observed that matter falls together toward a common center, that Earth's shadow on the Moon is circular during an eclipse, and that the visible groups of stars change as one travels north or south.

Eratosthenes (276?–194? BC), the first person of record to use the word *geography*, also accepted that Earth was spherical and calculated its circumference within a remarkable 0.5 percent accuracy. He prepared one of the earliest maps of the known world, correctly dividing Earth into five climatic regions—a torrid zone across the middle, two frigid zones at the extreme north and south, and two temperate bands in between.

Two thousand years ago, the Roman Empire controlled an extensive area of the known world, including much of Europe, Northern Africa, and western Asia. Taking advantage of information collected by merchants and soldiers who traveled through the Roman Empire, the Greek Ptolemy (AD 100?–170?) wrote an eight-volume *Guide to Geography*. He codified basic principles of mapmaking and prepared numerous maps, which were not improved upon for more than a



FIGURE 1-2 The oldest known maps. (Top) A seventh-century BC map of a plan for the town of Catalhoyuk, in present-day Turkey. Archaeologists found the map on the wall of a house that was excavated in the 1960s. (Middle) A color version of the Catalhoyuk map. A volcano rises above the buildings of the city. (Bottom) A world map from the sixth century BC depicts a circular land area surrounded by a ring of water. The ancient city of Babylon is thought to be shown in the center of the land area and other cities are shown as circles. Extending out from the water ring are seven islands that together form a star shape.

thousand years. Ancient Greek and Roman maps were compiled in the *Barrington Atlas of the Greek and Roman World*. "We can't truly understand the Greeks and Romans without good maps that show us their world," explained *Barrington Atlas* editor Richard A. Talbert.

After Ptolemy, little progress in mapmaking or geographic thought was made in Europe for several hundred years. Maps became less mathematical and more fanciful, showing Earth as a fiat disk surrounded by fierce animals and monsters. Geographic inquiry continued, though, outside of Europe.