I. **Instructional Materials**
AP Human Geography 2014, Kely Swanson, 2014, Kaplan Publishing
Online: Shmoop, AudioAPHuman.podbean.com, website

**Supplemental Readings and Materials:**
Google Earth: earth.google.com
Rubenstein Text companion website: http://wps.prenhall.com/esm_rubenstein_humangeo_8/
College Board AP Human Geography Website: http://www.collegeboard.com/student/testing/ap/sub_humangeo.html
How to use Cornell notes: http://www.bucks.edu/~specpop/Cornl-ex.htm

B. **Recommended Materials:**
Peter and Meredith Marsh Barron’s *How to Prepare for the AP Human Geography Advanced Placement Examination* 2011

C. **Student Materials**
1. 3-Ring binder (will be turned in periodically)
2. 2 Pencils and 2 Pens per class period
3. 200-250 sheets of paper
4. 2 sets of 100 index cards

II. **Introduction to AP Human Geography**
The Advanced Placement Program offers a course and examination in human geography to qualified students who wish to complete an introductory college-level course in human geography.

III. **Course Description**
An AP course in Human Geography need not follow any specific college course curriculum. Rather, the aim of an AP course is to provide the student with a learning experience equivalent to that obtained in most college introductory human geography courses.

IV. **General Course Goals**
The particular topics studied in an AP Human Geography Course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, the student should be able to:
A. Use and think about maps and spatial data.
B. Understand and interpret the implications of associations among phenomena, in places.
C. Recognize and interpret at different scales the relationships among patterns and processes.
D. Define regions and evaluate the regionalization process.
E. Characterize and analyze changing interconnections among places.

V. Summary Outline
Following is an outline of the major content areas covered by the AP Examination in Human Geography, as well as the approximate percentages of the multiple-choice section that are devoted to each area.:
- 4 weeks- Geography: Its Nature and Perspectives 5-10%
- 4.5 weeks- Population 13-17%
- 6 weeks- Cultural Patterns and Processes 13-17%
- 4.5 weeks- Political Organization of Space 13-17%
- 3.5 weeks- Agricultural and Rural Land Use 13-17%
- 5 weeks- Industrialization and Economic Development 13-17%
- 4 weeks- Cities and Urban Land Use 13-17%
- 2-4 weeks- Prepare for the AP Test

VI. The Examination – ________, May ______, 2015
The AP Examination in Human Geography is approximately two hours and includes a 60-minute/75 question multiple-choice and 3 free-response questions to be completed within 75 minutes. The multiple choice section accounts for half of the student’s examination grade and the free response section for the other half.

College eligible credit is awarded to any student who passes the exam with a level 3,4 or 5.

VII. Methods of Learning & Evaluation
This course is designed with student participation in mind. We will use the gradual release method and AVID strategies. Students are expected to listen actively to lecture portions, take notes, respond to questions, ask questions, debate, inquire, and actively participate in discussions in a respectful and civil manner.

Grading Scale
A = 4 grade points (90-100)
B = 3 grade points (80-89)
C = 2 grade points (70-79)
D = 1 grade point (60-69)
F = 0 grade points (0-59)

Behavior expectations are enforced according to the BCHS student handbook and the PCS Code of Conduct.

Attendance is vital to your success in this class. Students are encouraged to consistently attend class and to be on time. Failure to consistently attend usually results in lower grades.

Daily Homework consists of students independently reading the text, articles and materials, accessing the websites, completing any assignments, studying notes and reviewing all available resources that will prepare them to succeed in class.

Assessments will be given daily. Students should expect to be quizzed and/or tested on a consistent basis. The majority of our course grade will be the result of performance on formal and informal assessments.
**Late Work** will not be accepted for credit (Pinellas County Policy). In the event that a student has an excused absence on a given day, that student will receive one additional class for each excused absence in order to hand in the missed work.

**Extra Credit** is for quizzes and tests only. Extra credit will be provided in the form of quiz repair, which involves 3 stages. **First,** the student should request it from Mr. Bradwell in writing (email or note) within 24 hours of the failed test/quiz. **Second,** the student will be provided with 10-20 review questions question’s to complete and hand in the day of quiz repair. Third, the student will be able to retake the failed test/quiz on the Thursday or Friday of that week during lunch or after school. The average of both scores (failed test/quiz and re-take) plus 5 points on the final grade will be the result of the quiz repair and will replace the failed score.

**Tutoring and extra help** is available throughout the school year. Fridays after-school are dedicated to assisting students, but I am available on request during lunch or online through our PCSB web account.

**Mr. Bradwell Technology/Homework Policy for 2014-15**

Our desire at BCHS is “for all students to achieve high standards and have a clear direction once they graduate.” With the 21st century upon us, a student’s ability to use technology is not simply a luxury; it is a necessity. All Florida students are required to take one online course along with state and district assessments on computers. Gone are the days of hand-written college essays and assignments. The typical college student today performs the vast majority of their academic tasks digitally. Many jobs require basic mastery of technology. Because of this reality, I am providing my students the opportunity to develop these necessary skills today in order to prepare them for a successful future.

**Class Homework Policy**

1. All homework must be typed. Students will head their papers in the right hand corner in this order: Name, Date, Assignment, Period, and student number. One warning will be issued after which papers without proper heading will receive half credit.
2. Homework must be submitted electronically to bradwellt@pcsb.org by the due date. I only use my professional Pinellas County School email account to communicate with students. All emails sent to or from this account are saved through the PCSB server. I will not use my personal email account to correspond with students.
   
   I encourage students to set up a free “junk” email account to dedicate to academic use. Parents are encouraged to monitor all interactions with staff at the school. I will also gladly accept work from any parent email account being used by the student. Homework will not be considered completed unless it is 90% complete.
3. In order to provide students with ample time to access technology, most homework is posted by Sunday and is due the following Thursday. Late work will not be accepted.

**Question: How can my student access a CPU if we do not have one at home?**

Our campus at Boca Ciega High School has over 7 CPU labs, 5 portable labs, 50+ library CPU workstations, and 2 to 5 CPU’s in each classroom. All said, we have well over 300 on-site CPU’s for our students to access throughout the day and week. There are several public libraries throughout our community that offer access to web-based computers free of charge throughout the week and weekend.

For a listing of locations and times for our Pinellas County libraries please see [http://www.pinellascounty.org/library.htm](http://www.pinellascounty.org/library.htm) or call (727) 464-3000 for information.

Also, my class CPU’s will be available to students every day during lunch and on Fridays after school from 2:20-3:20. Students will simply need to sign up with me in advance and we will reserve the CPU and the time slot.

If there is still a hardship, we will set up a parent conference with you in order to review and discuss solutions. We will need to set up an alternative process for your student to submit homework. I will do my best to make this transition as easy as possible for you and your student.