

Human Geography

St Paul Preparatory School

Teacher: Kyle Tredinnick

Room: 124

Meeting Time: B Days 1st Hour (8:30-9:55)
B Days 4th Hour (1:51-3:16)

Office Hours: B Days 2nd Hour
A Day 3rd Hour

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I. Description:

This one semester class will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth's surface. By looking at the relationships between cultural groups and their physical geography it is possible to find relationships that allow geographers to understand better how humans are shaped by their physical world, and change it in turn. We will be looking at different cultural phenomenon such as language, religion, government, and economic systems in order to make connections between different cultural set and how they interact with one another. This course is designed to increase the students' understanding of the world and develop their critical thinking skills.

II. Text:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography, 9th edition*. Pearson Prentice Hall: Upper Saddle River, NJ, 2008.

III. Content Essential Outcomes:

- Use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.
- Identify how characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).
- Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how/why these patterns are changing over time.
- Define cultural relativism and explain how cultural beliefs impact processes of cooperation and conflict among people that influence the division and control of the earth's surface.
- Examining regional stereotypes and stigmas based off of perceived and actual differences.

IV. Literacy Essential Outcomes:

- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Identify reputable sources.
- Identify the elements of a reputable source and appraise example sources.
- Write an argument using an assertion, reasoning, and evidence format in paragraph form, using provided materials as support.

V. Course Content Objectives:

- Students identify environmental concerns of Yellowstone national park that are created by humans and they come up with a report on how to fix the problem and the long term implications of their decisions.
- Students examine different political and social maps which will then use as a way to foster discussion as a class about the different cultural, political, and environmental implications of them all.
- Students are given an Iron-Ore, Coal, and Population density map of Great Britain and they need to design the steel industry by connecting all three. Students use the maps to place different elements and then need to report in writing and verbally to the class on their justifications for their placements.
- Students watch a movie about the different environmental and population factors that go into the development of a city. Formative assessment of assignment sheets is used for immediate checks of understanding.
- Students will watch and reflect on two movies about the destruction of the environment for the purpose of industry/agriculture. Students will need to evaluate how humans have negative impacts on the environment which in-turn has negative impacts on them.
- Students examine different political and social maps which will then use as a way to foster discussion as a class about the different cultural, political, and environmental implications of them all.
- Students will examine and record observations of weekly food and material expenditures and diets of different families around the world. Their observations will be checked for completion and depth of understanding.
- Students examine different political and social maps which will then use as a way to foster discussion as a class about the different cultural, political, and environmental implications of them all.
- By examining different regions of the United States and their cultural values. By looking at things like cuisine, customs, and language, as well as demographic information we can compare students pre-conceived notions to reality.

VI. Course Literacy Objectives:

- Students will complete worksheets on articles where they summarize and analyze the key points of the article.
- Students are given a number of essential class based vocabulary words which they will be required to use in a number of formative assessments throughout the course of the unit, and then again in unit tests throughout the course of the year.
- In the final project students are required to find information about countries, using reputable sources provided by the teacher. They include their sources so they can be reviewed for accuracy.
- Students observe differences between non-reputable (Wikipedia) and reputable (CIA World Fact book) sources. Students are required to use reputable assignments in a number formative assignments as well as their final project.
- Students must come to a conclusion about the detrimental impacts of humans on the environment using in-class materials to form their support. Assignment is discussed and graded in class.

VII. Classroom Policies:

- Students need to be respectful to the teacher, other students, themselves, and the classroom.
- Students will be required to do their best every day.
- Students will be required to ask questions, complete work on time, come to class on time with the correct materials, and take the time to help other students.
 - *Late work will be reduced to 85% at time it is due, 75% the next class period, 50% two class periods later, no credit afterward.*
 - *Any student caught copying another student's assignments will be given a 0 on the Assignment and may face additional consequences.*
 - *Students who miss a test with an excused absence will have to arrange a time with Mr. Tredinnick within 2 class periods to make it up. (Lunch, Before or After school)*
 - **Tests missed with an unexcused absence or Tardy will not be allowed to be made up**
- Students will need to bring a pen/pencil, notebook, journal, and textbook to class every day.
- Students will be required to speak English in the class.
- Cell Phones and other electronics need to be put away by the time the bell rings!
 - Any electronics remaining in use will be confiscated for the class period for the first offense, and the rest of the day for any offense after that.
 - Failure to do so will be viewed as insubordination and be referred to Principal.
 - If you are expecting an important call you must have a note from the front desk authorizing you to take it.
 - Electronics used for classroom use (dictionaries, taking notes, etc...) will be assessed at the teacher's discretion.

VIII. Language Requirements:

- Students will be required articulate their ideas about geographical ideas in written essays, and opinion papers throughout the course of the year.
- Students will evaluate geographical problems and provide their opinions in class discussions and in debates.
- Students will expand their understanding of the concepts of Human Geography through readings in their textbook and additional readings given by the instructor throughout the course of the year.
- Students will practice their listening skills by listening to lectures, the ideas of others students, guest speakers, and different types of media.

IX. Resources:

- World Factbook, Central Intelligence Agency
- *The Lorax*, by Dr. Seuss
- United States Census Bureau
- National Geographic
- *Urbanized*, Directed by Gary Hustwit
- *Letters from Karelia*, Directed by Kelly Saxberg

X. Examinations/Assessments:

- Students will have quizzes randomly throughout the course of the semester
- Students will have a test at the end of each unit.
 - Each test will be worth a total of 30 points.



- Students will have a Semester final project.
 - Project will require students to use knowledge from entire semester to complete.
 - Worth a total of 30 Points
- Students will have a variety of homework assignments throughout the course of the semester including, but not limited to, writing assignments, projects, worksheets, and readings.

XI. Participation Policy

- Student will be given one warning per class period (depending on infraction)
- Students will lose a minimum of 1 participation point for each infraction after that
 - Can be more based on severity of infraction
- Students can lose point for the following (but not limited to) reason
 - Swearing, tardiness, unexcused absences, talking, throwing objects, disrespecting other students or teacher, using cell phone or other electronics, being off task, failure to come prepared to class, sleeping
 - Anything else that disrupts the learning environment.

XII. Grading Scale:

A		B		C		D		F				
+	-	+	-	+		+	-					
97-100	94-96	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	Below 60 Percent

XIII. Evaluation:

- Class Participation - 10 percent
 - 10 points every 4 weeks for a total of 40 points
- Homework – 45 percent
- Tests and Quizzes – 45 percent

XIV. Units:

1. Population and Migration (6 weeks)
2. Urbanization (2 weeks)
3. Geography of Culture (5 Weeks)
4. Geography of Economic Activity and Development (5 weeks)

XV. Course Schedule:

Week	Topic	Required Reading
1	Syllabus and course requirements	-
2	Basics of Geography	Chpt 1
3	Population	Chpt 2
4	Migration	Chpt 3
5	Review and Test	Review all Readings
Unit I Test – Feb 19 th		
6	Urbanization	Chpt 13
7	Urbanization	Chpt 14
8	Finish Urbanization/Review	Review all Readings

Unit II Test – Mar 13th

9	Introduction to Culture	Chpt 4-7
10	Cultural Diffusion	Chpt 8
11	Political Geography	Chpt 4
12	Complete Cultural Geography	Teacher Handouts

Unit III Test – Apr 16th

13	Development	Chpt 9
14	Agriculture	Chpt 9
15	Industry	Chpt 10
16	Resources and Transportation	Chpt 11
17	Review/Final Exam	Chpt 14

Unit IV Test – May 20th

18	Final Project	
19	Final Project/Presentations	

*This schedule is a tentative outline of the first semester and subject to change depending on student progress. Additional readings will be given out as needed.