

# Welcome!

Let me start by saying, I LOVE. TEACHING. THIS. COURSE. It combines (and relies) on your knowledge from your World History and US History courses and builds real-world examples and new vocabulary into your learning. We will be studying familiar (hopefully) things/events in a new light. You will become a spatial thinker and increase your global awareness. To do this, I ask that over the summer you prepare yourself. **CPS has a LATE**

**start date. This means we are starting school 3-5 weeks after most other schools, yet we all take the AP HUMAN GEOGRAPHY EXAM on the same date .** We will move quickly, so we have time to review, but I need you to start class with just the basics.

**Checklist:**

1. \_\_\_\_ Part 1- Current Events, see following pages
2. \_\_\_\_ Part 2- Create Maps, see following pages
3. \_\_\_\_ Part 3- Define Geography, see following pages
4. \_\_\_\_ Part 4- Study countries' locations, see following pages
5. \_\_\_\_ Part 8-Types of Folk Housing, see following pages
  
6. \_\_\_\_ Part 6-Create Map Study Guides, see below
7. \_\_\_\_ Part 7- Create Vocab Cards, see below
8. \_\_\_\_ Part 8-Set up your class binder, see below
9. \_\_\_\_ Part 9- Sign up for Remind- go to "Summer!" on website and follow instructions

- 
6. **MAPS** Become familiar with our class website, you will use it often <http://hubbardaphug.weebly.com/>
- A. On that website, find the section labeled MAPS under assignments and forms
  - B. If prompted for a password, please use " hubbard2015" (NOTE: this will be changed in SEPTEMBER to hubbard2016)
  - C. It is YOUR RESPONSIBILITY to PRINT each of the 7 REGIONAL FOCUS maps and complete them-you will have to IDENTIFY AND LABEL countries, cities, landforms. There are readings that go with each. You will study those later in the year, please keep them, have them in your binder ready to go for day 1!

**→ BUT WHY, MS. O?**

Well, dears, throughout the year we will have map quizzes. If you create these maps now, you will have them to study from later. **They are due the second day of class.**

7. **VOCAB** Complete the flashcards for the first four units.
- A. Study the vocab
  - B. Study the vocab
  - C. Study the vocab
  - D. Study the vocab

**→ How do I complete it?**

You won't get your book til next year, so what to do? Well, use quizlets that are made using the de Blij 10th or 11th edition or Cultural Landscape Rubenstein 11th edition. If you Google the word, make sure to add "ap human geography" after it to get the definition related to our class. **Due first day of class.**

***\*A stockpile of index cards will be needed for the duration of the year. Please gather these resources prior to the start of the year (they are usually on sale during the summer). This will be the most vocabulary you cover in any AP course while you are at high school!***

VOCABULARY FLASHCARDS INSTRUCTIONS. FOLLOW THESE THROUGHOUT THE SCHOOL YEAR

Follow these directions for your vocab. Vocab is listed on the opposite side.

1. Use 4" x 6" index cards (i suggest different colors for the different units)
2. Turn in each set on the day of each unit test, held together with rubber bands OR flash card binder rings (see image to the right)
3. **Front side of card**
  - a. term, concept, phrase, or name



- b. a sketch, picture, or symbol to represent the definition
  - c. chapter and page number where found (you can SKIP THIS for the summer vocab!)
4. **Back side of card:**
- a. Complete thoughts that explain and clarify the concept on the front of the card. Be sure to *define, list significance and/or analyze significance.*
  - b. Keep information brief and summarized. Use abbreviations when necessary.
  - c. Try to use your own words. It will be easier for you to remember.
5. Save all cards in your binder OR a bag or box to review continually throughout the year.

→ **BUT WHY, MS. O?**

Students often underestimate the class, it is reported to be the “easiest” AP class but you are learning **a LOT of NEW** vocabulary. It is essential to learn it as early as possible. If you start the year with knowing most of the words FROM THE FIRST HALF OF THE CLASS, I’m hoping the rest will be easier. We will sometimes have time to work with these.

8. **BINDER** Set up your binder.

→ **How do I complete it?**

Yes, you need one. Yes, it needs to be ONLY for this class. **Due first day of class. Use the** following divisions, please divide with plastic dividers and/or tabs, some students find it helpful to use the ones with built in folders:

1. **SUMMER WORK**
2. **MAPS** (you can put them there as you complete them)
3. **FLASHCARDS** (suggestions: get binder rings and different color index cards for each unit)
4. Unit 1: Nature and Perspectives
5. Unit 2: Population and Migration
6. Unit 3: Political Organization of Space
7. Unit 4: Development
8. Unit 5: Agriculture & Rural Land Use
9. Unit 6: Industry & Services
10. Unit 7: Cities & Urban Land Use
11. Unit 8: Cultural Patterns & Process

9. **Sign up for remind. Go to “Summer” on website and follow**

Vocabulary Lists:

Unit 1: Nature and Perspectives

atmosphere	biosphere	cartography	climate	concentration
connections	conservation	Contagious diffusion	Cultural ecology	Cultural landscape
culture	density	diffusion	Distance decay	distribution
ecology	ecosystem	Environmental determinism	Expansion diffusion	Formal region (uniform or homogenous region)
Functional region (nodal region)	Geographic information systems (GIS)	Global positioning system (GPS)	globalization	Greenwich mean time
hearth	Hierarchical diffusion	Housing bubble	hydrosphere	International dateline
latitude	lithosphere	location	longitude	map
Map scale	Mental map	Meridian	network	Nonrenewable resource
parallel	pattern	place	polder	possibilism
preservation	Prime meridian	projection	region	Regional studies
Relocation diffusion	Remote sensing	Renewable resources	resource	scale
site	situation	space	Space-time compression	Stimulus diffusion
sustainability	toponym	Transnational corporation	Uneven development	Vernacular region (perceptual region)

## Unit 2a: Population

Total fertility rate (TFR)	demography	Population density	Arithmetic population density	Physiological population density	Population distribution
census	Thoma Malthus (Malthusian Theory)	Neo-Malthusian Theory (include Paul Ehrlich)	Doubling time	Natural increase (NIR)	Crude birth rate (CBR)
Crude death rate (CDR)	Demographic transition model	Stationary population level	Population pyramid	Infant mortality rate (IMR)	Child mortality rate (CMR)
Life expectancy	Infectious diseases	Chronic or degenerative diseases	endemic	epidemic	Vectored infectious disease
pandemic	AIDS	Expansive (pro-natalist) population policies	Eugenic population policies	Restrictive (anti-natalist) population policies	One-Child Policy

## Unit 2b: Migration

migration	immigration	Emigration	Push factors	Pull factors
refugees	Forced migration	Intervening obstacle	Voluntary migration	Intraregional migration
Interregional migration	Brain drain	counterurbanization	International migration	unauthorized/undocumented immigrants
Chain migration	circulation	mobility	Net migration	quotas
Internal migration	Gravity model	Ravenstein's Law of Migration		

## Unit 3: Political Organization of Space

- |                     |                       |                         |
|---------------------|-----------------------|-------------------------|
| 1. Anocracy         | 10. Elongated State   | 19. Multinational State |
| 2. Autocracy        | 11. Federal State     | 20. Nation-State        |
| 3. Balance of power | 12. Fragmented State  | 21. Perforated State    |
| 4. Boundary         | 13. Frontier          | 22. Prorupted State     |
| 5. City-State       | 14. Gerrymandering    | 23. Self-determination  |
| 6. Colonialism      | 15. Imperialism       | 24. Sovereignty         |
| 7. Colony           | 16. Landlocked State  | 25. State               |
| 8. Compact State    | 17. Microstate        | 26. Terrorism           |
| 9. Democracy        | 18. Multiethnic State | 27. Unitary State       |

## Unit 4: Development

- |   |   |                                     |
|---|---|-------------------------------------|
| 1. Special economic zone                            | 17. Transnational corporation (definition and example of a company) | 30. Foreign Direct Investment (FDI) |
| 2. Export processing zone                           | 18. Commodity chain   | 31. Transnational Corporation       |
| 3. Commodity  | 19. Neocolonialism  | 32. Structural Adjustment Program   |
| 4. Commodification                                  | 20. Capital   | 33. Fair Trade                      |
| 5. NAFTA  | 21. Development   | 34. Demand                          |
| 6. Maquiladora                                      | 22. HDI (Human Development Index)                                   | 35. Life expectancy                 |
| 7. World Bank                                       | 23. Gross Domestic Product (GDP)                                    | 36. Value Added                     |
| 8. Fair Trade (definition and example of a company) | 24. Primary Sector  | 37. Gender inequality Index         |
| 9. Income disparity                                 | 25. Secondary Sector  | 38. Millennium Development Goals    |
| 10. Weber's Least Cost Theory                       | 26. Tertiary Sector   | 39. Supply                          |
| 11. Rostow's Modernization Model                    | 27. Productivity  | 40. Uneven Development              |
| 12. Globalization                                   | 28. Gender-Related Development Index (GDI)                          |                                     |
| 13. Quaternary economic activities                  | 29. Gender Empowerment Measure (GEM)                                |                                     |
| 14. Quinary economic activities                     |   |                                     |
| 15. Formal economy                                  |   |                                     |
| 16. Informal economy                                |   |                                     |
- \*If a word or concept appears in multiple lists, please contextualize it, i.e. what does THAT word mean to THAT unit?