

Hello Students!

Welcome to Advanced Placement Human Geography. I am eager to meet each of you. It is going to be a fun year! People often ask, “What is AP?” An AP class is taught as a college course, but taken in high school. An AP class differs from an honors or gifted class because the textbook and materials are college level. Additionally, students have the opportunity to earn college credit by making a qualifying score on the AP exam taken in May. All students will move at the pace required to be ready for the test, and I hope all students will take the AP exam in May.

What is Human Geography? This is not a History class nor do we talk much about physical geography. Rather, we discuss population trends, culture, politics, agriculture, industry, and urbanization. This course will consist of quizzes, reading, note taking and projects.

While these expectations are high, I will help you transition to high school AP classes in a careful way. You will be challenged, but you will also be supported. The class is meant to give you a solid base to further your academic career at C.E. Byrd. Together we can have a great year if you will take on the challenge to work hard and put forth the required effort to make the most of this opportunity.

The summer assignment is below. Please **DO NOT** wait until the last minute to complete the assignment. You should have everything completed and with you on the first day of school. You can always contact me with questions over the summer via email at **mgspeyrer@caddoschools.org**.

Note to Parents and Guardians: Please encourage and support your student as they take this journey into an AP course. You should check their grades often. Do not hesitate to ask questions of myself, but the best place to start is with your child!

Expectations of an APHG Student:

- You should be a good reader.
- You should be a good writer.
- You should be able to take notes in class and at home.
- You should be self-motivated; there will be assigned readings to be completed outside of class.
- You should be an independent worker and be able to manage your studies.
- You should be comfortable participating in class discussions and presenting to your teachers and peers.

Why Should I Take APHG?

- Strong correlations exist between AP success and college success.
- Rigorous course loads make you stand out when applying for colleges and scholarships.
- Earn college credit if you pass the AP Exam.
- AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.
- Preparation for other classes (especially AP) that you will take as an upperclassman and in college.

I look forward to having you in class! Please don't hesitate to contact me with your questions or concerns.

Sincerely,

Monica Speyrer

AP Human Geography Summer Assignment

As a prerequisite to the course, AP Human Geography students are expected to enter class with a basic understanding of the physical and political geography of the world - the locations of the continents and oceans, the arrangement of regions, and the locations of certain countries found within each of these regions.

To ensure students are adequately prepared for geographic requirements students are tasked, as their summer assignment for AP Human Geography, with being able to identify the locations of a series of physical and political arrangements in our world.

Task: Students are to **identify, review, study, and memorize** the locations of these physical and political arrangements and be able to pass an assessment of their knowledge of these arrangements. **Students should download and complete the required identifications on the various maps.** Students are also encouraged to utilize one of the online study tools for maps readily available online. The completed maps will be turned in on the first day of school for a grade! Students will begin testing on some of this material during the first week of school.

Let me know if you have any questions!

1. World Continents and Oceans

Objective: Students will be able to identify and label each of the world continents and oceans when provided a blank map of the world.

Continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America

Oceans: Arctic, Atlantic, Indian, Pacific, Southern

The Physical World

Continents and Oceans

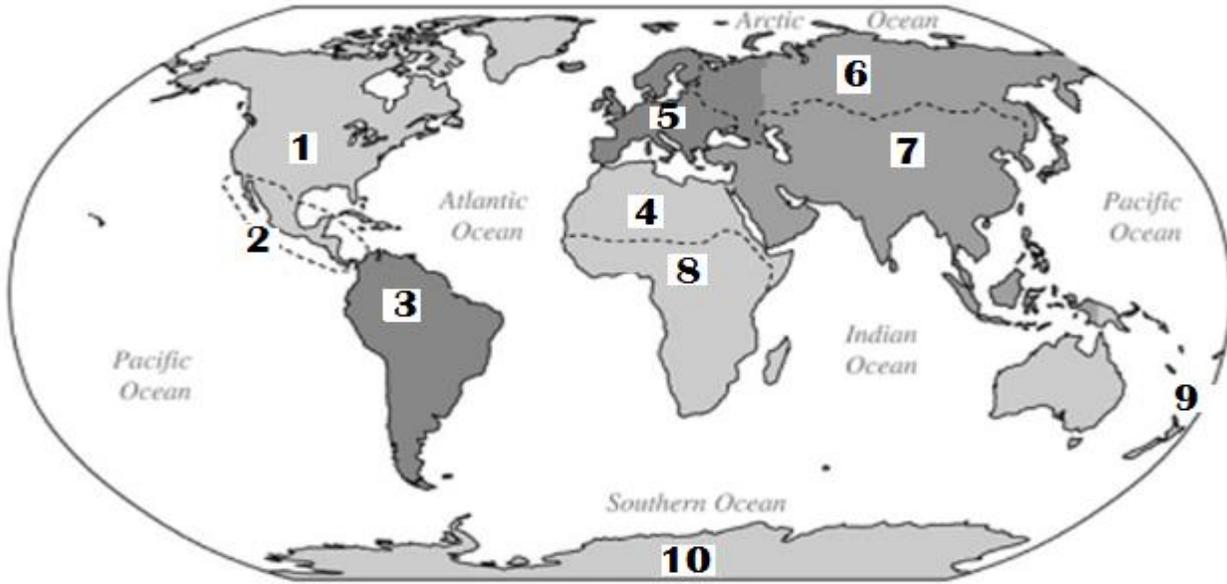
Provided by: graphicmaps.com

Name the Continents			Name the Oceans		
1	_____	4	_____	11	_____
2	_____	5	_____	12	_____
3	_____	6	_____	8	_____
		7	_____	9	_____
				10	_____

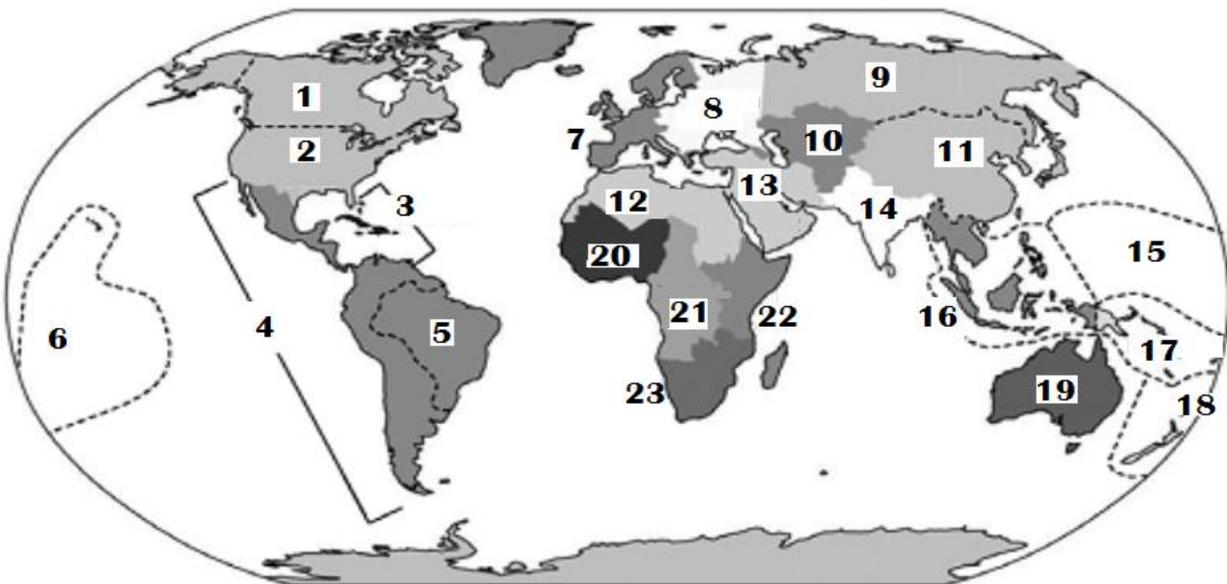
2. Regions of the World

Objective: Students will be able to identify and label each of the major regions of the world when provided a blank map of the world.

WORLD REGIONS- A BIG PICTURE VIEW: Identify each of the following regions: Africa, Antarctica, Asia, Central America, Europe, North America, Oceania, Russian Federation, South America, Sub-Saharan Africa



WORLD REGIONS- A CLOSER LOOK: Identify each of the following regions: Australia, Brazil, Canada, Caribbean, Central Africa, Central Asia, East Africa, East Asia, Eastern Europe, Latin America, Melanesia, Micronesia, Middle East, North Africa, Polynesia, Siberia, South Asia, Southeast Asia, Southern Africa, United States, Western Europe, West Africa



A BIG PICTURE VIEW:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

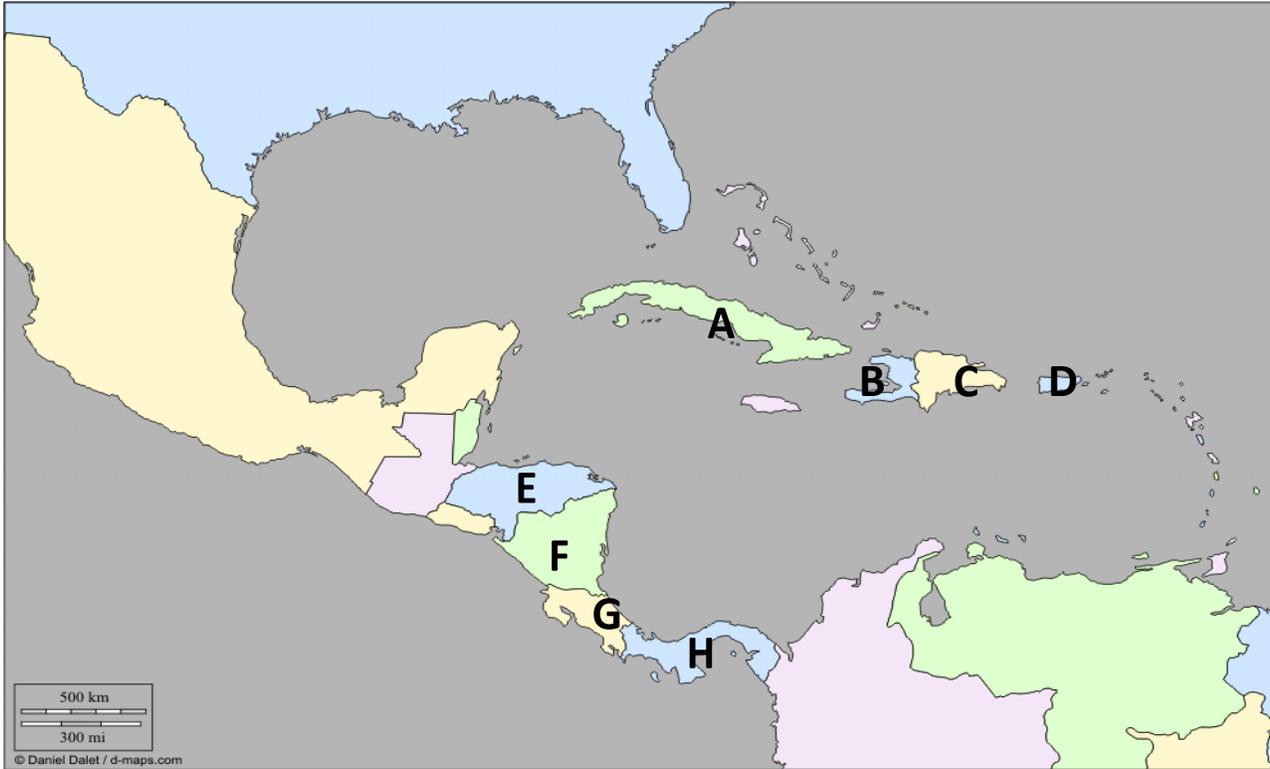
A CLOSER LOOK:

1. _____
2. _____
3. _____
4. _____
5. _____
6. (18) _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. (6) _____
19. _____
20. _____
21. _____
22. _____
23. _____

3. Countries of the Central American and Caribbean Regions

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify each of the following: Costa Rica, Cuba, Dominican Republic, Haiti, Honduras, Nicaragua, Panama, Puerto Rico*



*Puerto Rico is a commonwealth of the United States

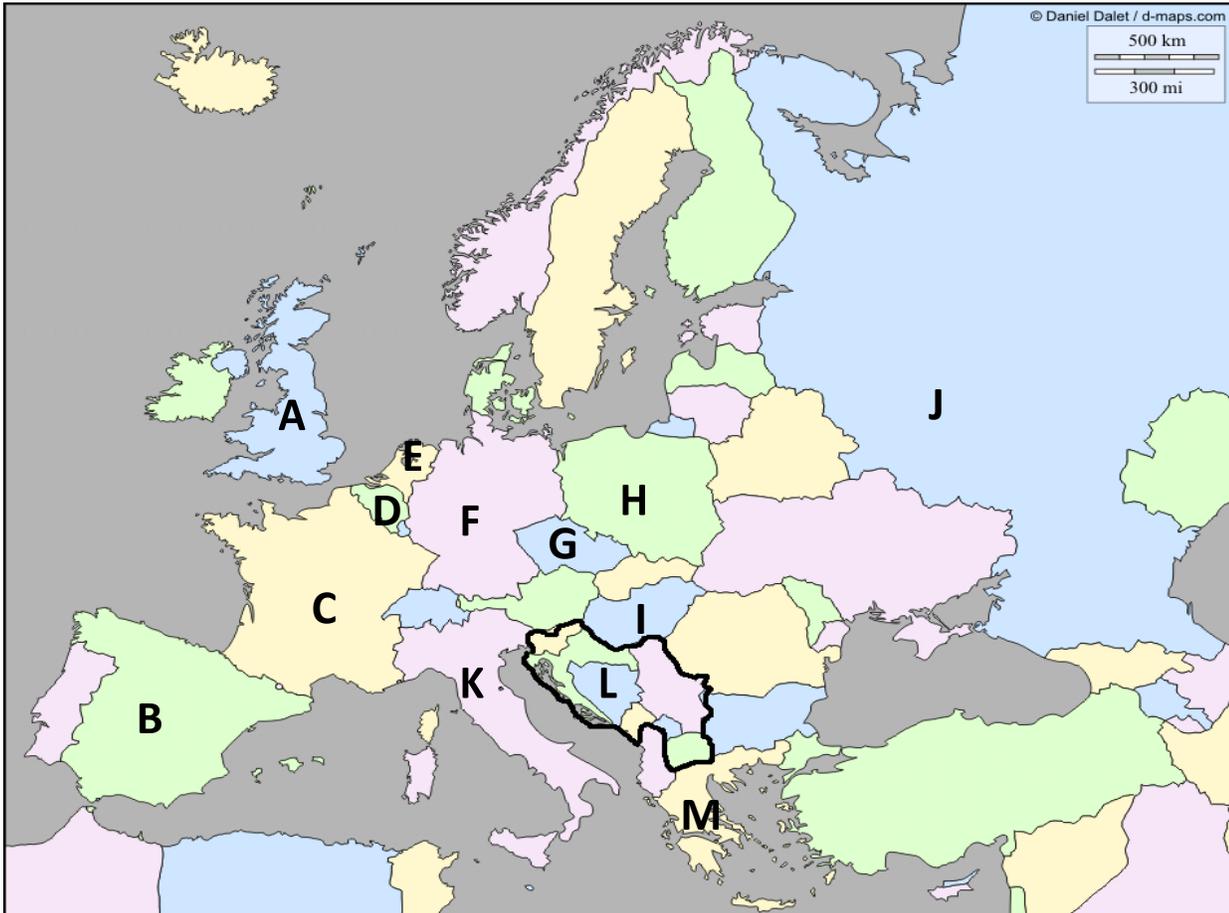
A. _____ B. _____ C. _____

D. _____ E. _____ F. _____

G. _____ H. _____

4. Countries of the Eastern and Western European Regions

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world. **Countries:** Identify each of the following: Belgium, Czech Republic, France, Germany, Greece, Hungary, Italy, Netherlands, Poland, Russia, Spain, United Kingdom, the Former Yugoslavia*



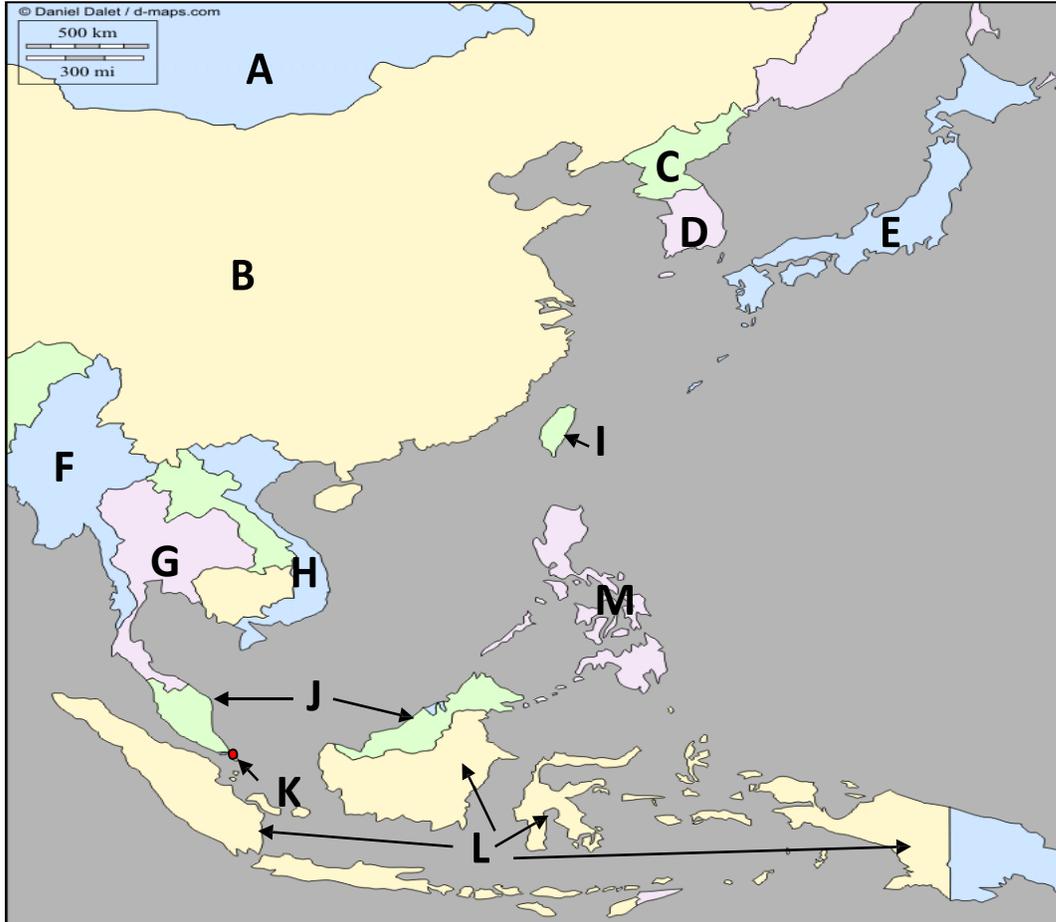
*The Former Yugoslavia is today comprised of several countries: Bosnia-Herzegovina, Croatia, Kosovo (recognized by the United States and European Union), Macedonia, Montenegro, Serbia, and Slovenia.

- | | | |
|----------|----------|----------|
| A. _____ | B. _____ | C. _____ |
| D. _____ | E. _____ | F. _____ |
| G. _____ | H. _____ | I. _____ |
| J. _____ | K. _____ | L. _____ |
| M. _____ | | |

5. Countries of the East Asian and Southeast Asian Regions

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify each of the following: China, Indonesia, Japan, Malaysia, Mongolia, Myanmar (Burma), North Korea, Philippines, Singapore, South Korea, Taiwan*, Thailand, Vietnam



*Taiwan is an independently governed territory claimed by China.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

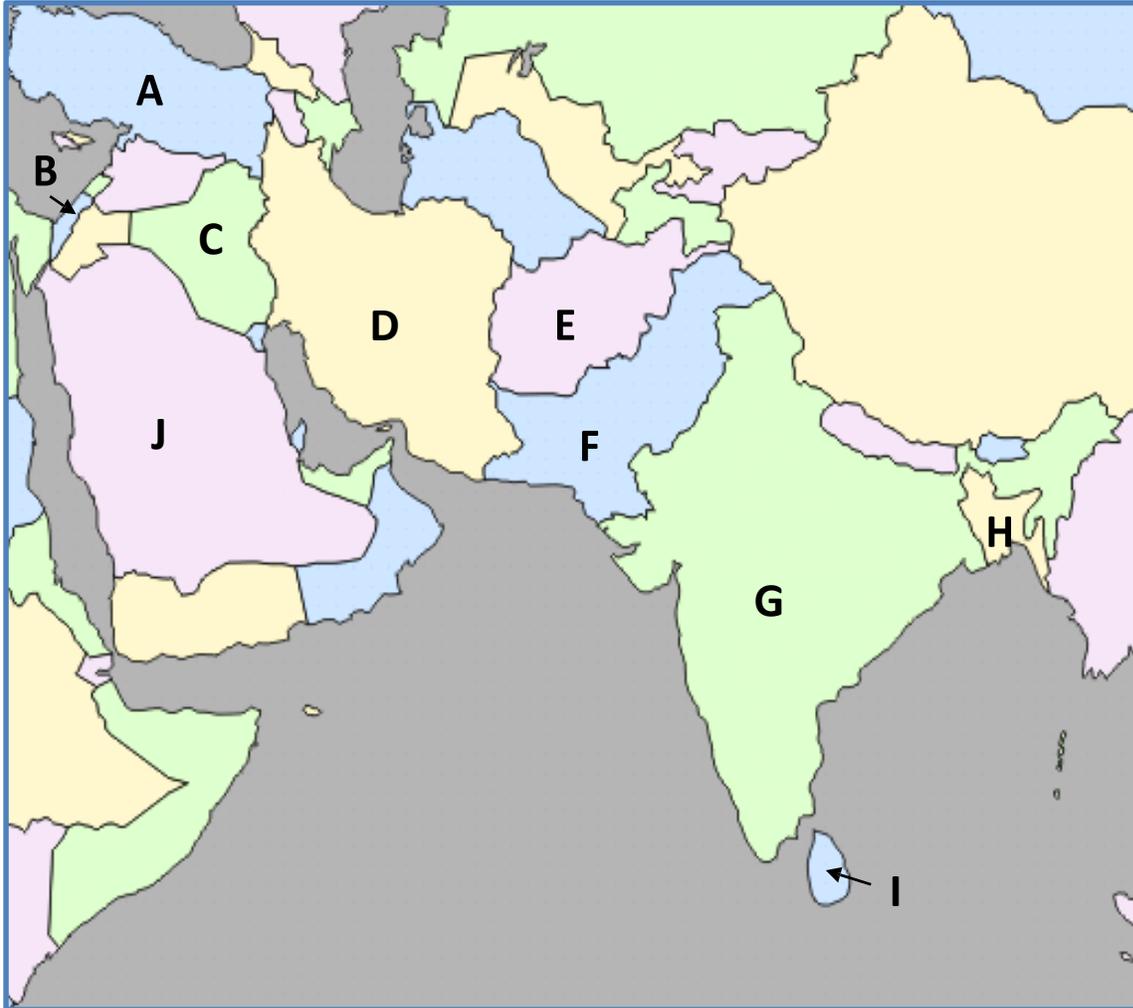
L. _____

M. _____

6. Countries of the Middle East (or Southwest Asia) and South Asian Regions

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify the following: Afghanistan, Bangladesh, India, Iran, Iraq, Israel, Pakistan, Saudi Arabia, Sri Lanka, Turkey



A. _____

B. _____

C. _____

D. _____

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H. _____

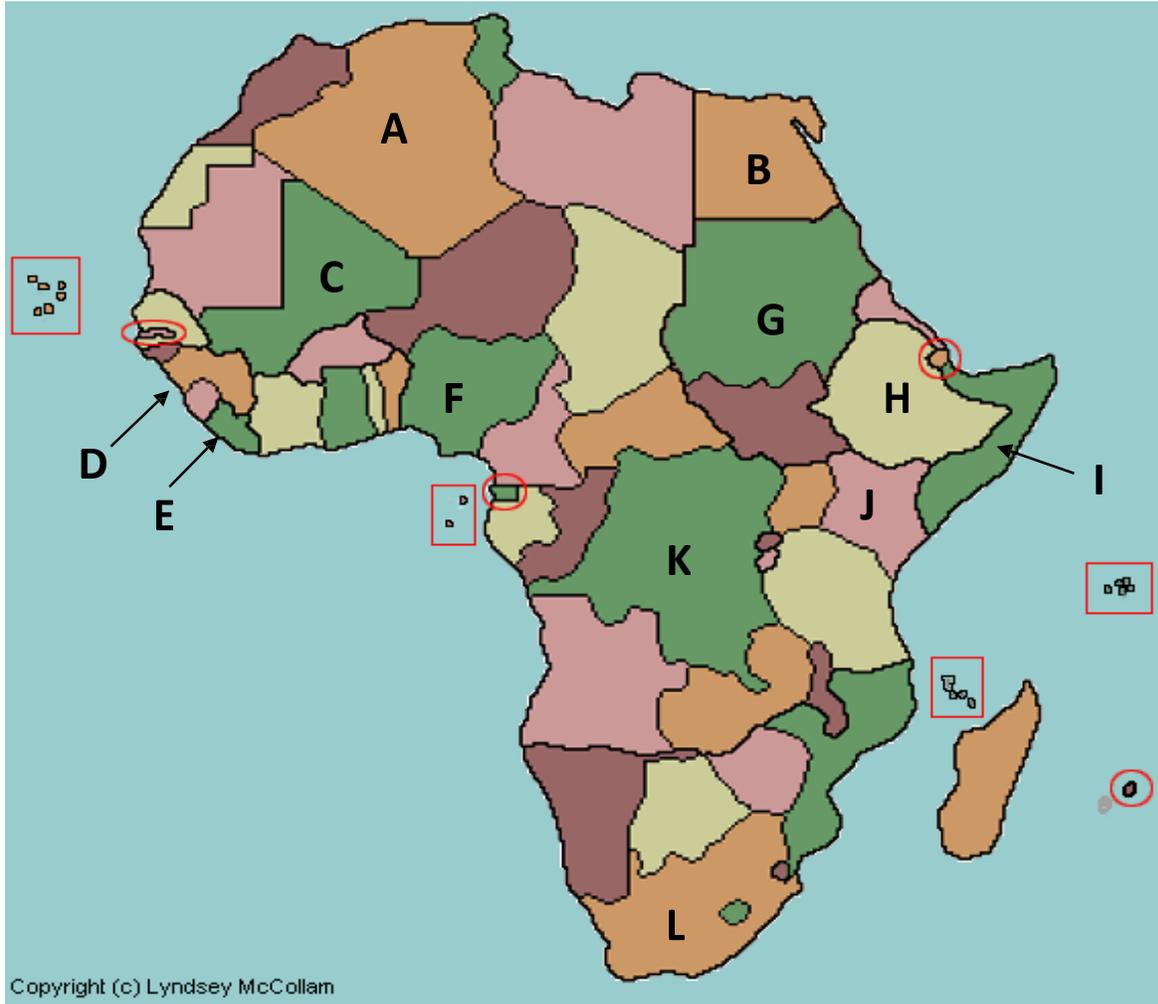
I. _____

J. _____

7. Countries of the North African and Sub-Saharan Regions

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify each of the following: Algeria, Democratic Republic of Congo, Egypt, Ethiopia, Kenya, Liberia, Mali, Nigeria, Sierra Leone, Somalia, South Africa, Sudan



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A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

8. Countries of the South American Region

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify each of the following: Argentina, Brazil, Chile, Colombia, Peru, Venezuela



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

9. Countries of the North American Region

Objective: Students will be able to identify and label a selection of countries found within each of the major regions of the world when provided a blank map of the world.

Countries: Identify each of the following: Canada, Mexico, United States



A. _____

B. _____

C. _____

