

Naperville North High School AP Human Geography Syllabus 2025/2026



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D203 Profile of A Learner

We are proud to present the Profile of a Learner, which outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner's Mindset, Global Citizen.

Department Mission

Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes." (College Board, 2020).

Course Textbook & Resources

Hildebrant, Erin H., et al. Human Geography for the AP® Course. 2nd ed., Bedford, Freeman & Worth, 2020.

This course also incorporates the use of additional resources that are used throughout the year as supplements to the text above.

Course Inquiry Skill Standards

Gathering and Evaluating Sources

SS.9-12.S.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

Developing Claims and Using Evidence

SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims

SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

Communicating Conclusions

SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

Course History Standards

Change, Continuity, and Context

SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.



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SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.

Causation and Argument

SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past

Geographic Representations: Spatial Views of the World

SS.9-12.G.1. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics

SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.

SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action

Human-Environment Interaction: Place, Regions, and Culture

SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.

SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.

SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.

SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.9-12.G.8. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics, and migration.

SS.9-12.G.9. Explain how landscape; use of land and resources; and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

Human Population: Spatial Patterns and Movements

SS.9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.



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SS. 9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.

SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, use of land and resources, and relationship with the land.

Global Interconnections: Changing Spatial Patterns

SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.

SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.



Course
Essential
Questions

Course Big Ideas

1. Patterns and Spatial Organization (PSO)
2. Impacts and Interactions (IMP)
3. Spatial Process and Societal Change (SPS)

AP Human Geography College Board Skills

As students progress through the course they develop skills to help them think geographically and make connections between content in the seven units of study. The five (5) skill categories addressed in the course are:

1. Concepts and Processes
2. Spatial Relationships
3. Data Analysis
4. Source Analysis
5. Scale Analysis



Grade
Calculation
Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: Unit test, Free Response Questions, Personal Progress Check, Projects
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: Reading assignments, discussions, in class activities, etc.



Grading
Disbursement

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.



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A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 15% *Final Exam Format:* Test or Project

Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
 - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
 - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
 - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 85% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
- Late Work:
 - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
 - Practice Work is not accepted for credit after the due date.
- Other:
 - No extra credit will be issued.

D203 AI Belief Statement

At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating, plagiarism, self-plagiarism or copy infringement, obtaining or providing an unfair advantage, using a writing service and/or AI in place of original work unless specifically authorized by staff, falsification of documents, unauthorized access to records, and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

Technology Expectations

- **Cell phones:** Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should



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not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times.

- **Ear buds and headphones:** The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school.
- **District issued Chromebooks:** Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for administration of state and AP assessments.

Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.
- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.

Student Communication

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Additional Resources for Support

- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.
- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend peer tutoring in the Lit Center during lunch periods to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

Parents or Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.

Scope and Sequence of the Course per CED provided by College Board

Unit	CED Units & Sections	Exam Weight
1: Thinking Geographically	1.1 Introduction to Maps 1.2 Geographic Data 1.3 The Power of Geographic Data 1.4 Spatial Concepts 1.5 Human-Environmental Interaction 1.6 Scales of Analysis 1.7 Regional Analysis	8-10%
Personal Progress Check 1 Unit Test		
2: Population and Migration Patterns & Processes	2.1 Population Distribution 2.2 Consequences of Population Distribution 2.3 Population Composition 2.4 Population Dynamics 2.5 The Demographic Transition Model 2.6 Malthusian Theory 2.7 Population Policies 2.8 Women & Demographic Change 2.9 Aging Populations 2.10 Causes of Migration 2.11 Forced & Voluntary Migration 2.12 Effects of Migration	12-17%
Personal Progress Check 2 Unit Test		
3: Cultural Patterns &	3.1 Introduction to Culture 3.2 Cultural Landscape	12-17%

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Processes	3.3 Cultural Patterns 3.4 Types of Diffusion 3.5 Historical Causes of Diffusion 3.6 Contemporary Causes of Diffusion 3.7 Diffusion of Religion and Language 3.8 Effects of Diffusion	
Personal Progress Check 3 Unit Test		
4: Political Patterns & Processes	4.1 Introduction to Political Geography 4.2 Political Processes 4.3 Political Power and Territoriality 4.4 Defining Political Boundaries 4.5 The Function of Political Boundaries 4.6 Internal Boundaries 4.7 Forms of Governance 4.8 Defining Devolutionary Factors 4.9 Challenges to Sovereignty 4.10 Consequences of Centrifugal and Centripetal Forces	12-17%
Personal Progress Check 4 Unit Test		
5: Agriculture and Rural Land-Use Patterns & Processes	5.1 Introduction to Agriculture 5.2 Settlement Patterns and Survey Methods 5.3 Agricultural Origins and Diffusions 5.4 The Second Agricultural Revolution 5.5 The Green Revolution 5.6 Agricultural Production Regions 5.7 Spatial Organization of Agriculture 5.8 Von Thünen Model 5.9 The Global System of Agriculture 5.10 Consequences of Agricultural Practices 5.11 Challenges of Contemporary Agriculture 5.12 Women in Agriculture	12-17%
Personal Progress Check 5 Unit 5 Test		
6: Cities and Urban Land-Use Patterns & Processes	6.1 The Origin and Influences of Urbanization 6.2 Cities Across the World 6.3 Cities and Globalization 6.4 The Size and Distribution of Cities 6.5 The Internal Structure of Cities 6.6 Density and Land Use 6.7 Infrastructure 6.8 Urban Sustainability 6.9 Urban Data 6.10 Challenges of Urban Changes 6.11 Challenges of Urban Sustainability	12-17%
Personal Progress Check 6		

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Unit 6 Test		
7: Industrial and Economic Development Patterns & Processes	7.1 The Industrial Revolution 7.2 Economic Sectors and Patterns 7.3 Measures of Development 7.4 Women and Economic Development 7.5 Theories of Development 7.6 Trade and the World Economy 7.7 Changes as a Result of the World Economy 7.8 Sustainable Development	12-17%
Personal Progress Check 7 Unit 7 Test		