

Butler Traditional High School
Honors Civics/Human Geography
2018-2019 Syllabus

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Grade 9 Commitment: Fulfills requirement for Social Studies 1

Description: Honors Civics/Human Geography is a course whose purpose is to introduce you to a systematic study of patterns and processes that have shaped human's understanding, use and alteration of Earth's surfaces. You will look spatially at the Earth to analyze human's organization of space and the environmental consequences of their decisions. You will be looking for patterns across the cultural landscape, trying to identify trends and anticipate future phenomena. You will also explore different methods and tools geographers use in their science and practice. We will also study governments across the globe.

Standards:

Upon completion of the course students should be able to:

- Use and think about maps and spatial data;
- Understand and interpret the implications of associations among phenomena in places;
- Recognize and interpret at different scales the relationships among patterns and processes;
- Define regions and evaluate the regionalization process;

- Characterize and analyze changing interconnections among places.

Topics to be covered:

- Geography: Its Nature and Perspectives;
- Population;
- Cultural Patterns and Processes;
- Political Organizations of Space;
- Agricultural and Rural Land Use;
- Industrialization and Economic Development;
- Cities and Urban Land Use;

Texts Used:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9th ed. Upper Saddle Rivers, N.J.: Prentice Hall, 2008

*****I reserve the right to use additional sources to prepare my lessons.

TEACHING STRATEGIES

This course will feature a mix of lecture, instructional video, and student activities (ex: *Human Geography in Action* labs and *ArcView* projects from *Mapping our World*.)

I will use two types of writing assignments in this course. All unit tests will include free-response questions. I use a second type of writing assignment, analytical essays, periodically during the year. These essays, which are organized around a thesis statement and usually contain at least five paragraphs, help students develop their analytical writing skills.

GRADING/STUDENT EVALUATION:

Categories	Components
Student Engagement 20%	Participation, group work, class discussion, binder checks, teacher observation
Student Progression 30%	Homework, papers, projects, DYRT quizzes
Student mastery 50%	Chapter and unit exams, midterm and final exam

AP 100-point grading scale:

A	90-100
B	80-89
C	79-70
D	69-60
U	Below 60

Additionally, I make use of Infinite Campus grade book (IC), and will apply a balanced approach by using three categories (engagement, progression, and mastery) to determine grades. Academic grades are based on standards and reflect what a student knows and is able to do. Each of the three categories will be represented, and will contain more than two components. Each component will include multiple grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment.

Specifically, students can expect the following assessments during each of the seven units of study:

EACH unit (7) will include reading quizzes for chapter texts, several daily grades such as labs or other activities, MULTIPLE major papers/or projects, and the unit exam. Quizzes will be comprised of multiple choice items that require careful reading in order to be prepared. Students will be required to keep 3x5 index cards on an "O" ring for the vocabulary, models, and famous people. The unit tests will be comprised of two free-response questions during the 45 minute class period. Each question is worth 6 to 12 points, and the students' grade is calculated as a percentage of points earned. The free-response portion counts as 100 point grade. On the second day of the unit test, students answer 50 multiple choice questions (5 choices), which also count as 100 points.

Homework will be nightly. Note: NO LATE WORK IS EVER ACCEPTED.

Class Rules

First item: my classroom runs and thrives on RESPECT. You give it to each other in the classroom, and in turn to ME. I treat you as young adults, and with that territory comes responsibilities and obligations.

1. Understand that I do NOT give grades: you EARN them. This goes for academic and conduct grades. You know when assignments are due (USE YOUR AGENDA!!) and understand clearly that NO LATE WORK is ever accepted for any excuse. If you do not understand something, see me IMMEDIATELY. If you ask me, that is a "we" problem; if you don't, you own the problem.
2. There is no extra credit.
3. Come to class ready to learn at the bell. I will work diligently to keep work relevant and cutting edge. Your job is to have homework on your desk, book open at the bell, unless otherwise directed by me. Obviously pens, highlighters, and pencils are needed.

I assign homework NIGHTLY. Generally, students will have more than 2 nights to complete work. It could be reading the textbook, answering "key issues", studying for quizzes or exams, reading a novel and writing an analytical paper, or writing a myriad of papers on different controversial or global issues. Class time is for discussions and activities (which can't be participated in if HW is not done.) Yes, I call on people randomly.

4. Sleeping in class is out of the question. Get it done at home. And DISRUPTION is not TOLERATED.
5. Tardiness to class is not acceptable.
6. Food is not allowed in 219. Water bottles are allowed, only with a lid. Spills are on the student.
7. I use a remind system for any upcoming due dates or test dates. To enroll, text 81010 the message @ a2a643

