**Pre-AP World Geography at HSPVA**

Jennifer Lankau Chase (Ms. Chase)

Jchase3@houstonisd.org

[www.chasetheworld.org](http://www.chasetheworld.org)

Room 137

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| 1st Period | 7:50-8:40 | AP European History (Rm. 147) |
| 2nd Period | 8:45-10:15 | Conference Period |
| 3rd Period | 10:20-11:50 | Academic World Geography |
| 4th Period | 12:30-2:00 | Pre-AP World Geography |
| 5th Period | 2:05-3:35 | Pre-AP World Geography |
| 6th Period | 8:45-10:15 | Pre-AP World Geography |
| 7th Period | 10:20-11:50 | Pre-AP World Geography |
| 8th Period | 12:30-2:00 | Academic World Geography |
| 9th Period | 2:05-3:35 | Conference Period |

**Welcome!** My name is Ms. Chase, and I can’t wait to get started. Geography is a fantastic subject that encompasses many aspects of our physical and social environment. Geography is about humanity and our home, the earth. We are all human, and we all live on this earth, so I guarantee this class has something for everyone, and every one of you has something to offer this class. What we do and discuss in this class will almost certainly not be what you were expecting. So bring an open mind …you are in for a wild ride!

***All information on this syllabus can be found on my website - www.chasetheworld.org.***

**The Four Ps**

**Be Prepared** – come to class ready to learn. Have your supplies and your knowledge ready to go the moment you enter my classroom!

**Be a Participant** – be an active member of our World Geography classroom. Everything you do in our classroom should be aimed at achieving both individual growth and the growth of our class and the freshman class as a whole. Engage yourself in the conversation and learning of our classroom.

**Be Present** – come to class everyday – my job is to facilitate your learning and I can’t do that if you aren’t here! If you could learn everything you needed without me – there would be no need for formal education. I am not saying it can’t be done in some circumstances, but for our purposes, you will find it extremely difficult to pass my class without consistent attendance. If you are absent, check the class calendars and the website for information and assignments. If you see nothing, check in with me during lunch or after school. *Between classes or at the beginning of the period is not the time to ask me for missed work, grades, etc. - I need to focus on getting class started*.

**Be POLITE** – respect others, and others’ property (as Mr. Bingham will tell you, “nothing goes airborne in my class”). There is no tolerance for insensitivity in my classroom. In order to grow as students and humans, we must learn how to have productive and enlightening conversations in which all voices are heard, welcome, and respected.

If you need to use the restroom, simply signal me with crossed fingers. Please do not ask to go when I am providing direct instruction to the class. Wait until there is a natural break in the rhythm of instruction. Do not abuse this privilege (in other words, go directly to the nearest restroom and return promptly.) Failure to do so will result in less freedom to leave class.

The first few minutes of class are often the most important. A smooth transition from class changes to ready to learn are key to the function of our classroom. Walk in to our room, take any handouts from the basket near the door, open your computer and begin your Do-Now and learning target. We will practice this until we are all on the same page. There will be plenty of time for discussion in our classroom, but the first few minutes are not that time!

**Supply List**

Text: de Blij, Harm. *Why Geography Matters: Now More than Ever*. Oxford University Press. 2012.

|  |  |
| --- | --- |
| Folder, Accordion File, Binder, etc.\* | 4 different colored highlighters |
| Map/colored pencils (12)\*\* | Pens(blue or black ink) and pencils |
| Notebook for de Blij notes (composition book, spiral, notebook paper in your geography section of a binder, your choice – but you will want one place for your notes.) | Notebook paper (don’t need a whole pack! Share with other classes) |

\*You are a pre-AP student in high school now. As such, I respect your choice of organization. I prefer a binder to keep myself organized, but you may have a different method that works for you. I only care that you come to class ready to learn – how you get there is best left to you. Should I find you struggling to be organized and prepared, we will have a private discussion about ways in which I can assist you.

\*\*I will always have markers and map pencils for you to use…but they won’t be pretty. If you don’t like to share, keep your own!

**Grading**

If you have an unexcused absence, the gradebook will show Missing for any assignment the class completed in your absence. This will calculate as a zero in your average. The zero will remain until your absence is excused and you complete the work.

There are three types of grades in this course, daily, formative, and summative.

Daily grades are how I spot check your general understanding and encourage your participation during the class day. It could be a quick write, or a small one question exit ticket, or a participation grade for that day. Please remember that this is a very small percentage weight, but also high indicative of my perception regarding your level of effort and understanding.

Formative grades are how I check for understanding and lead towards periodic demonstrations of your learning. Performance on formative grades are highly predictive of your performance on summative assessments. Examples of formative grades include reading checks, class activities, Do-Now checks, daily work, or longer exit tickets.

In addition, I will employ the use of in class formative writing. These will be answers to prompts that respond to information we explored in that day’s class. Think of these like a quiz, but in writing. These writings may be double weighted (I will put the grade in twice).

Summative grades are tests, essays (usually timed writing), or our grading cycle projects (this will be once a six weeks and are mainly writing based…you will not be creating models of volcanos, etc.) These assess your overall retention of different pieces of information (the sum of your knowledge).

The breakdown of grades in my class will be as follows:

Summative Assessments                               55%

Formative Assessments                              35%

Daily Assessments                                         10%

**Re-Assessments**

You may re-assess (re-test) any SUMMATIVE assessment at my convenience. The second score AND the original score will be averaged to determine your FINAL score. This means should your reassessment be less successful than your original assessment, your grade will be lower. Take the reassessment opportunity seriously. I suggest studying and coming to tutorials before the retake. In general, our reassessments will be scheduled on the first Tuesday following the return of your assessment during lunch, but I am willing to work (within reason) to accommodate other responsibilities.

**Late Work**

Work is due in YOUR class period on the due date. If turned in the day it was due outside of your class period, or the next school day during school hours, there will be a 15 point penalty. Two school days past the due date will result in a 30 point reduction. Any work turned in beyond two school days will receive a 50 point reduction

*All IEPs and modifications will be followed as written*

**Extra Credit**

The Social Studies department offers extra credit debates. These are the only extra credit offered in our department, and dates will be announced via the HSPVA announcements and in class. Please go to [www.hspvachoices.weebly.com](http://www.hspvachoices.weebly.com) to learn about our debates.

**Other Considerations**

The internet is key – [www.chasetheworld.org](http://www.chasetheworld.org) will be your source for information in this course, as well as The Hub. In addition, you will become familiar with Microsoft OneNote this year. You should check the site daily. You will receive one hard copy of any handout, work, or reading if I deem a hard copy necessary (much will be all digital). Beyond that, you will need to hope I have it on the website, or the Class Content section in OneNote (almost always but no guarantees), download and print the information it yourself. You’re welcome.

I randomly call on students. “I don’t know” is never an acceptable answer. Of course you may not always know the answer, if you did, you wouldn’t need to take the course. However, I expect you to try or ask for a rephrasing of the question. If you need a classmate to help you, that is okay, but you will have to say the words yourself! “What he said!” is not going to work.

Between classes, or as class is starting, is not the time for questions, make up work, grade checks, etc. I need to prepare for class. Email me or see me after school. Of course you have already checked the website to make sure your question wasn’t answered there, right?

**Tutoring** is available during most lunches. Just grab your lunch and bring it in. I can be found after school on Thursdays until 4:30 and any other day besides Tuesday by appointment, which you should make via email. Before school is also an option, but I do need at least two days advance notice via email to make arrangements.

**Academic Honesty** *Don’t cheat or plagiarize.* Cheating includes sharing your work without permission. Students will be required to write the HSPVA honor code on all summative assignments. “I pledge I have neither given nor received any unauthorized information on this work.” Consequences of cheating will follow all HPSVA and HISD guidelines.

All academic classes at HSPVA abide by the following statement:

Academic honesty is an integral component of a student's education. *All graded academic exercises*, including homework, quizzes, tests, essays, research papers and projects, are expected to be conducted individually and completed as the student’s original work unless otherwise instructed. The consequences of not adhering to this policy are a zero as the final grade for the assignment, a “P” in conduct for that marking period, and administrative referral.

**Finally**, this is a **READING** and **WRITING** course. My goal is to prepare you for the rigor of AP World History and to ensure that you learn the skills necessary to read critically. Our tests based on de Blij will require more than a passing glance through the book. My job is to teach you how to read and comprehend OUTSIDE of class. To that end, while we discuss much of the book, my tests in Pre-AP *will not necessarily* cover items explored in class. This is the model of most collegiate history courses as well as AP World History. In these courses you will be expected to learn the content ON YOUR OWN, so that class time can be spent analyzing that content. I will introduce you to various methods in which to accomplish this, and more information can be found on the Learning Tools section of my website.

Pre-AP Topics for First Semester (always subject to change based on readjustments of schedules)

Unit 1: Why Geography Really Does Matter

 The Skills and Tools of the Geographer

 *Writing Focus: Identifying Academic Theses*

Unit 2: The Language of Geography

 *Writing Focus: Crafting Academic Theses*

Unit 3: Geography and Demography

 Demography over Time

 Human Population over Time

 *Writing Focus: The Comparative (using the AP World History Rubric)*

Unit 4: Global Warming or Climate Change?

 Our Earth’s History

 Human Migration over Time

 *Writing Focus: The Comparative (using the AP World History Rubric)*

Unit 5: Climate, Place, and Fate

 The Power of Place (Guns, Germs, and Steel)

 Introduction to Culture and World Religions

 *Writing Focus: The Comparative (using the AP World History Rubrics)*