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| Course Name | Instructor | Instructor E-mail & Avaialblity  |
| Geography & World History | Joshua Hagler | jphagler@aps.k12.co.us |
| Course Website | **Class Meeting Times & Location:** | **Prerequisites** |
| www.jhagler.weebly.com | Room 1402 | none |
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|  Course Description  |
| This course will address state standards in geography and world history and will include content ranging from maps and tools of a geographer to how humans are driven by their geographical surroundings and affect those surroundings with their actions. In addition to teaching the required social studies curriculum, I am committed to increasing student ability in reading and writing.Essential questions and themes: **World History**How does the point of view of the historian impact how history is interpreted? What if the history of a war was told by the losing side? Why are historical questions important? How do historical thinkers use primary and secondary sources to formulate historical arguments? How might historical inquiry be used to make decisions on contemporary issues? What impact have individuals had on history? What ideas have united people over time? How has diversity impacted the concepts of change over time? How have philosophical and religious traditions affected the development of political institutions? How have scientific and technological developments affected societies?**Geography**What is the significance of spatial orientation, place, and location? How can maps be used for political purposes? How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? What predictions can be made about human migration patterns? How might the physical geography of Earth change in the future? What might happen if we thought locally and acted globally? What are the maximum limits of human activity the environment can withstand without deterioration? What would the world map look like if physical geography was the defining variable for country boundaries? How does increasing globalization influence the interaction of people on Earth? How do technologies result in social change? How can current world events change maps? |
| **Quarter 1**Geography Standard 1: Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.Geography Standard 3: The interconnected nature of the world, its people and placesTopics/Regions: Geography tools, mapping skills, North America |
| **Quarter 2**History Standard 1: 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidenceHistory Standard 3: The significance of ideas as powerful forces throughout history Geography Standard 2: Explain and interpret geographic variables that influence the interactions of people, places and environmentsRegions: Latin America/South America, Europe, Russia |
| **Quarter 3**History Standard 1: Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidenceGeography Standard 2: Explain and interpret geographic variables that influence the interactions of people, places and environmentsRegions: Africa, S.W and Central Asia (Middle East) |
| **Quarter 4**History Standard 2: The key concepts of continuity and change, cause and effect, complexity, unity and diversity over timeGeography Standard 2: Explain and interpret geographic variables that influence the interactions of people, places and environmentsTopics/Regions: S.E. Asia, Oceania, Globalization and Global Change |
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| Standards Based Grading |
| Standards-based grading measures what a student should know and be able to do at each grade level according to Colorado State Content Standards. Under the standards-based system, students are graded on their achievement on class content. Work habits such as class participation and attendance are recorded separately.  |
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| Mastery Tracker and Accessing Grades |
| The Social Studies Department is running a pilot evaluation on a new form of progress monitoring for parents and students.  Rather than Infinite Campus which has many limitations on what we can communicate, we will be using a mastery tracker that will be constantly updated and available for students and parents to view.  All you will need is your students ID number and access to the school website via the internet or a Smartphone.  Once there, access your Social Studies teachers page and click on your class period.  You will then see your progress by student ID number.  Standards and work habits will be listed and we will be working on defining the standards so they are 100% clear to students and parents/guardians.  We would really appreciate your feedback on this new system as we launch the pilot and appreciate your support.  You may also access the Mastery Track by going to the class website [www.jhagler.weebly.com](http://www.jhagler.weebly.com) and clicking on the “Mastery Tracker-Grades” link. |

**WHOLE NUMBER SCALE for assignments/individual assessments (minimum expectation)**

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| **Proficiency** | **Number** | **Teacher Language** | **Student Language** |
| A | 4 | More Complex Measurement Topic | I completely understand and can apply, evaluate and/or re-create my learning for others |
| P | 3 | Target Measurement Topic |  I can consistently do this by myself |
| PP | 2 | Simpler measurement topic |  I can do some by myself, need help with some |
| U | 1 | With help partial success at 2.0 and 3.0.  | Even with help, I still only understand some of this |
| F | 0 | No evidence | I showed no understanding at all or did not bother to turn this in |

**Determining a Quarter Grade:**

Average ACROSS measurement topics (summative), NOT within measurement topics (formative).

A quarter grade should represent a student’s learning over time and to that extent summative assessments must play a larger role (at least 70% of a quarter grade) than formative assessments.

A=3.00-4.00

B=2.50-2.99

C=2.00-2.49

D=1.00-1.99

F=Below 1.00

**Body of Evidence:**

There are two types of assessment, formative and summative.

**Formative** (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

**Summative** (assessment of learning) provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

**At Vista PEAK we believe that intelligence can be developed (growth mind-set) and effort is the path to mastery.**

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| **Work Habits Scale** | **Responsibility** | **Effort** **(The Path to Mastery)** | **Participation** |
| **(I...)****4=Always****3=Usually****2=Sometimes****1=Rarely** | Complete assignments on time (in-class and homework)Attend class daily Come prepared (course defined)Respect the learning environment | Motivated learnerExhibit perseverance and Persist in the face of setbacksEmbrace challengesAdjust based on feedback | Actively engage and focus/ SLANTBegin workwithout teacher promptingFollow instructionsAsk and answer questions voluntarily (self-advocate)Contribute significantly to group work  |
| **Student Score** |  |  |  |
| **Teacher Score** |  |  |  |

**Guidelines for Use/Minimum Expectation**

* Work habits will factor into the final average of learning goals by 10% in all classes: Math, Social Studies, Science, Literacy, World Languages
* Students / teachers must assess work habits utilizing the rubric once every 2 weeks or approximately 5 times a quarter represented in infinite campus

**Classroom culture and norms-** In the spirit of providing the opportunity for all students to learn in a positive, safe environment, the student and teacher work as a team and the teacher makes the final judgment about the appropriateness of any behavior.

**Classroom policies-** Building policies are found in the student/parent handbook and can be found on the VP website. The following additional classroom policies are enforced:

Your actions should reflect the **PEAK choice** of *responsibility*, *respect*, and *safety*

· Respect every member of the class by using appropriate language, by paying attention when another person is

 speaking, and by raising your hand to speak

· Be in your assigned seat when it is time for class to start.

· Have all necessary materials with you when you come to class.

· Follow directions the first time they are given.

· Maintain non-disruptive behavior.

**Required/ recommended supplies-** Most of the materials will be provided in class. However, there will be times when students will need to visit the Vista PEAK learning commons or their neighborhood library for texts. Also, please bring the following school supplies:

* 2” binder
* 5 Binder Tabs/Dividers
* Highlighter (optional)
* Kleenex
* Wipes
* Loose leaf paper
* Pencils
* Blue/Black pens
* Colored pencils
* Flash drive (optional)

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| Honors Designation |
| Vista PEAK would like to emphasize that ALL students are fully capable of obtaining honors credit.  We believe that the honors credit option will greatly enrich and deepen your understandings in your content area and give you an opportunity to apply your new learning in innovative and inventive ways.  Honors credit is available in the following content areas: Literacy, Math, Science, Humanities, and Pathway college courses *(Currently Business 115 & Maya I)*  By meeting the criteria specified below, you will receive honors credit on your transcript and a weighted grade\*. The determination for honors credit will be granted by using a body of evidence.  A body of evidence may include student portfolios, teacher recommendations, work samples, interim assessments, Colorado Student Assessment Program (CSAP) course assessments, and performance based assessments. If at any time you have questions, please feel free to contact your teachers.  \*Weighted GradesGrade-point averages and class rank shall be calculated at the end of each quarter on a cumulative basis. Students who are currently enrolled as full-time Aurora Public Schools students shall have an APS grade-point average, class rank, and may be eligible for Aurora Public Schools academic recognitions. Such averages shall be computed and maintained by each site’s computer systems tech and verified by counselors and administrators.  A grade-point average is computed as follows.  Weighted grades are included in the calculation of grade-point averages.

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| **SCALE SCORES** | **WEIGHTED SCORES** |
| A = 4 points | A = 5 points |
| B = 3 points | B = 4 points |
| C = 2 points | C = 3 points |
| D = 1 point | D = 2 points |
| I or N or F = 0 points | I or N or F = 0 points |

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| HONORS CRITERIA |
| **ELIGIBILITY REQUIREMENTS:*** Parents/guardians of all students must be notified that honors is an option and that all students are encouraged to work towards this special designation. Students who choose to pursue honors will choose from extensions provided by the teachers as outlined in the syllabus.
* Student must have 3.0 or above on the [Standards Referenced Grading Proficiency Scale](https://docs.google.com/a/aurorak12.org/document/d/1xw9psMNCzZj2Ojz8n9OKn9Odh2dnFgqeCLLCOJdihGE/edit) on **most** assessments/assignments in the Body of Evidence (BOE)
* Work habits within class should be consistent throughout the year as outlined in the Work Habits Scale (Responsibility, Effort and Participation) [Standards Referenced Handbook](https://docs.google.com/a/aurorak12.org/document/d/1xw9psMNCzZj2Ojz8n9OKn9Odh2dnFgqeCLLCOJdihGE/edit)
* Students who commit to HONORS will receive an Honors Weighted Grade on his/her transcript. (Students may earn an honors A, B, C, D, or F).
* If a students fails to meet the expectations for the teachers honors project they will be dropped out of the honors section and placed into the core section (they do not leave the physical classroom just the honors weighted section)
* Students who enroll at Vista PEAK after the start school year will be placed in honors if they were already enrolled in an honors section in their previous school. If they were not enrolled in an honors course in their previous school they will be enrolled in a core section
* Students who fail to sign up for the honors program before August 12th will not be able to enter after the deadline. This is a serious commitment that must be made at the start of the year.

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| Homework & Parental Engagement/ Support Plan |
| Homework consists of a variety of things including introduction to new material, practice opportunities, intervention, and remediation. Like an athlete who must condition, practice, and refine their skills to improve their performance, students must also practice and refine their skills through homework to improve their learning. Teachers are expected to assign homework and students are expected to do it! Homework is essential and provides information to students, parents, and teachers about the student’s progress. Please encourage your child to complete homework assignments and projects, and to study for exams. Look out for handouts or emails that indicate due dates for these assignments. |
| Quizzes  |
| Quizzes and other formative assessments are given about every 1-3 weeks and are recorded in the gradebook. |
| Exams |
| Exams, projects, and other summative assessments are given about every 4-8 weeks and are recorded in the gradebook. These assignments will require studying or extra work outside of the classroom. |
| Class Participation/Attendance |
| Classroom participation and consistent attendance are crucial for students to be successful in learning the material and scoring well on assessments. It is the student’s responsibility to be accountable for their learning in class. Therefore, if a student misses class it is also their responsibility to ensure that they make up missed work or learning. |
| Responsible Technology Use |
| All students are given the privilege of utilizing our state of the art technological tools including iPods, iPads, Netbooks, Laptops, Google accounts etc. and are expected to follow the guidelines for technology use as outlined in the Acceptable Use Policy. Students shall not:· Utilize the school system computer network for any illegal activity.· Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate.· Use or display copyrighted or otherwise licensed material without specific permission or authorization  from the appropriate party.· Utilize the network for commercial purposes.· Post, use, or download any files that cause congestion or impede network operations.· Trespass in or vandalize another’s files, folders, data, or work.· Post anonymous messages or in any way misrepresent one’s own identity.· Use an account password of another user.· Use abusive or otherwise objectionable language in any message.· Use e-mail to promote the annoyance, attack, or harassment of others.Consequences for misuse may include, but are not limited to, suspension of equipment access, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate.  |

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(print) Grade \_\_\_\_\_\_\_ period \_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print)

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature)