

“You can see, for example, how on fleek exploded almost simultaneously across the country last year. The phrase, which roughly translates to perfect or on point, was a linguistic surprise hit. It didn’t start with a celebrity or brand trying to coin a new phrase. What set it off was Kayla Newman, a not-yet-famous Vine user, saying, ‘Eyebrows on fleek.’”

- [Nikhil Sonnad](#)

This class is on fleek about life around the world. We will look at how people live, why and how their geography affects them, and at some point will talk about why none of the teachers of this course have a Vine (it’s because we’re old and it’s GONE).

Human Geography Syllabus 2019-20

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Course Description The goal of any social studies class is to help students to be college, career, and citizenship ready. This course seeks to accomplish this task by offering a rigorous and relevant look at the world, its physical geography, people, cities, interactions, and more. In this course, students will examine the world around them, locally, nationally, and globally.

Required Materials On a daily basis, students should approach this classroom with a “Think like a geographer” mindset. In addition to this, students should have their textbook, a notebook and 3 ring binder/folder for this class only, flashcards, and a writing utensil.

Learning Materials Students will be given a copy of the textbook (Rubinstein, 2014) to be brought to class on a daily basis. Additionally, in class students will have access to their own Chromebook. The teacher will provide students with supplemental readings, articles, chapters, video clips, and more.

Grading As promoters of lifelong learning, the teachers of this course would rather *not* assign grades to work. We would rather place an emphasis on student learning. That said, we are required to give grades, so here’s how we plan on doing this:

Formative Assessments Formative Assessments are the things that help prepare students for academic success. This is where the learning is formed and opportunities to practice. Another way of looking at formative assessments is to compare them to a physical where a doctor will see how healthy you are and if any changes need to be made to maintain or raise your health. After a physical, you may be told to work out more or eat your vegetables. In our case, this is where we see if you get it or not. If you do get it, you can move on. If you don’t get it, this is where we fix the issue to help you be successful; we also do promote eating of vegetables.

Summative Assessments Summative Assessments are the things that measure how well you learned material before moving on to new items of study. This is where you prove you can do it or you know it. Summative Assessments are compared to an autopsy. They can explain cause of death but it is too late to go back and fix anything. In our case, these will usually occur at the end of a unit and after the learning has been completed to measure how much was learned. Students scoring 70% or below on summative assessments can meet with the teacher about options at the discretion of the teacher.

Trimester Grades:

Grading Breakdown: 70% Summative Assessments 20% Formative Assessments 10% Common Summative Assessment (District Final)	Grading Scale A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% C+ 77-79% C 73-76% C- 70-72% D+ 67-69% D 63-66% D- 60-62% F Less than 60%
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Grading modifications may be made for students with IEP or 504 plans.

Late Work Because the work we do in the classroom is preparation for the summative assessments, students should get their work done on time. If a student has a concern about getting work done on time, they should speak with the teacher BEFORE the due date. *Items not turned in on the **due date** may receive a 10% deduction. Items not turned in by the **deadline (usually day of the test)** may not be given credit.*

Retakes/Resubmissions/Redos Students are encouraged to talk with their teacher (and they should start the conversation) about redoing part or all of assignments or tests. This should not be a substitute for not doing the work in the first place, rather it is to reward students who want to go back and fix their mistakes. Teachers have discretion to allow or not allow retakes and will likely require extra work from a student before they can redo the assignment.

Absent? If a student has an excused absence, they have two-days to make up the work per class missed. If the student knows about an absence ahead of time, arrangements should be made with the teacher to get the work that will be missed. Students should consult their study groups, learning target sheets, weekly emails, class website, and/or the teacher for missing work.

Grades will be posted ASAP. Teachers will do their best to make the gradebook as up-to-date as possible. Students and parents are encouraged to check their grades regularly. If a student has a question about the overall grade or grade on an individual assignment, they should see the teacher before or after class.

Communication Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand the occasional need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

Course Outline

Unit 1 Basic Themes of Geography Where is the place? What is it like? How have people changed it by their interaction with the environment? How has the place been affected by the movement of people, goods and ideas? How is one place similar to and different from other places? Students will also master such skills as using and reading different types of maps. What the differences in specific maps and their purposes? What are the different types of map projections and where are each of them distorted?

Unit 2 Political Geography What is a boundary? Why do we have them? What are the difficulties and means of establishing boundaries? What are the effects of geography on wars in the world? Students will know the differences between nations, states, and nation-states.

Unit 3 Population and Migration Why is population currently a problem in some areas and not in others? What are population pyramids and how are they used? We will discuss migration and immigration, differences in migration patterns and refugees. What are the three main reasons why people move?

Unit 4 Agriculture and Rural Land Use and Industry and Development What is agriculture? Why is agriculture so prevalent in the world today? What are the different types of agriculture? What are the effects of agriculture on the environment? We will analyze Von Thunen's agricultural land use model. How does industrialization affect a country or region? What is needed politically, socially, and environmentally for industry to be successful? Weber's Least Cost Theory and Core Periphery or World Systems Theory will be discussed.

Unit 5 Urbanization and Natural Resources We will analyze the structure and function of cities in the modern world. Are cities dying? Are cities changing for the better or worse? We will assess models for urbanization and development. What is the role of the modern city? How has this role changed over the past centuries?

Unit 6 Cultural Geography What makes a place distinct from or similar to other places? How does physical geography affect ethnic groups and traditions? Students will analyze how language and religion affect social customs. Food and music will also be used to assess differences among populations in the United States.

Weather or Emergency Closings In the event that school is cancelled due to weather, keep up with your learning target packet or calendar. If you're able, check your email for any changes. If an assignment is due on the day with no school, it will be due the following day. See your teacher right away in the morning if you had difficulties completing the assignment (i.e. two feet of snow fell and you could not go to the library to type your paper).

Email I will be sending emails to your @AHSchools account. If you would rather forward these to a more used email account, you can, but due to the gradebook software, I can only send them to that address. Please check your email often. *If you email me, check to see if I've responded before you ask me if I received your email. Chances are that I did and replied within ten minutes of you emailing me.*

Website Our class will have a Google Classroom page. Learning targets will be posted with live links to class materials.

Expectations The Anoka Hennepin Core Values are:

- Respect
- Responsibility
- Appreciation of diversity
- Integrity
- Compassion

We will discuss how each of these are important components to foster an environment where all students, regardless of their background or beliefs, are welcomed in this classroom.

Finally... All school and district policies will be followed in this class (including the cell phone policy, so put your phone away which we both know is out right now...). Also:

1. I want you to be successful. Each student can learn, grow, and develop. Our goal is to help you do so. If that means help you get into an Ivy, great. If that means to help you get to a passing grade, great. We have a variety of student needs in this class and we hope all students are ready for the next step in their lives. Moreover, while the next step may not be college, the goal is to prepare you should you decide later to enroll in college.
2. Being equitable is the goal. We hope at the end of the class you feel that you were treated fairly.
3. I want this class to help prepare you for the next level. If your parents/guardians were to call your college professor, your boss, or your drill sergeant, those people will hang up on them. I will not. I would prefer to initially deal with you if you have questions or concerns. That said, I recognize that we all have a stake in your success and they play a valuable role in helping you be successful. So if you are not doing your part, I will contact them and they can contact me.
4. I've never failed anyone who has made a term-long effort to try. I don't plan on failing anyone in that situation. Students fail courses because they did not perform at a constant level of what they were capable of. If you do your best, ask questions, and make a consistent effort, you will be fine.
5. Writing and learning are a process of bettering yourself. I will not give you answers but will help you ask the right questions to help you find your answers. If you have questions or concerns, ask!

Student's Name _____
Hour _____

I, _____ (Student's name) have read and understand the expectations set forth for me for Human Geography. I will ask my teacher if I have a question about the class, its content, and its assignments. I will do my best to follow the class expectations and strive to do my best in this class. I will come to office hours or find other ways to connect with my teacher should I need assistance or have questions.

Student Signature Date

Parent/Guardian Information:

1. As the students are preparing to enter the real world, they will need to be able to deal with situations on their own. If a student has a concern, question, or problem, I want them to contact me first. I respect the role you play in helping your student succeed, but for most students, this will mean that they should come to me first before you and I speak.
2. **Please ensure your contact information with the district's online gradebook is correct so I can email or call you.** I will be sending emails weekly to let you know what is happening in class. If you do not have regular access to email and would like me to send you these updates in a different way, please let me know
3. Grades will be posted as often as possible to let us all know where your student is at academically. I encourage you and your student to go over these together on a weekly basis.
4. Despite what I said in number 1, feel free to contact me. I check my email all the time. During the school day, I will return phone calls during my prep period
5. During this course, students may be viewing some District approved "R" or "PG-13" rated movies that the 9th grade teachers agree are tied to the curriculum. Students will also be able to debate some current social and political issues that may be controversial. If there are any concerns about this, it is the student's and parent's responsibility to notify the teacher. The movie and/or the debate will be announced beforehand, and an alternative assignment will be given if needed.

One final note, I have high expectations for every student. I will contact you when I feel that your student is not meeting the expectations or not reaching her/his full potential either behaviorally or academically. If you have any thoughts or ideas that will help me, as your student's teacher, to help your student succeed in this class, please let me know!

Parent/Guardian name(s) _____

Parent/Guardian signature _____

I am looking forward to a great year. If you have questions, please contact me.