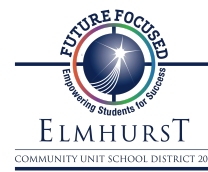


York High School

Common Syllabus for Grades 9-12



Course Name: Human Geography



GRADING & ASSESSMENT PROCEDURES FOR GRADES 9-12

Homework Guidelines for Students, Staff, and Parents

The following guidelines are meant to serve as a general, flexible framework within which the individual teacher and school leader(s) should exercise professional judgment while seeking to achieve consistency throughout the District. If parents/guardians have a concern regarding homework and/or coursework, parents/guardians should engage the student and plan for first contacting the child's teacher. If not satisfied, parents/guardians should then contact the Department Chair prior to contacting school administration.

** The following are average amounts of homework suggested by grade. Individual students will work at different rates. Each of the following time estimates is intended for 4 or 5 times per week, encompassing the total amount of minutes sought for all classes:*

Grade 9: no more than 90 minutes per day

Grade 10: no more than 100 minutes per day

Grade 11: no more than 110 minutes per day

Grade 12: no more than 120 minutes per day

Seasonal Homework Considerations & Sensitivity

During the course of the school year, students are involved in evening programs or celebrating holidays. These may include school-sponsored activities, athletics, band/orchestra/performing arts programs, etc. In these situations, teachers are to be flexible and sensitive to the time constraints of that particular student when assigning homework and due dates.

Relearning Opportunities

District 205 recognizes that not all students come to a full understanding of coursework and skill development at the same time. The purpose of a Relearning Opportunity is to allow a student to demonstrate proficiency in an assignment showing an opportunity - not to increase a grade. Therefore, students are offered relearning opportunities on summative assessments that reflect the guidelines below:

1. All students at all levels have the opportunity to retake or redo two (2) summative assessments per course (per semester) regardless of the initial grade earned. If a student retakes an assessment and earns a lower grade than on the first attempt, the higher grade will stand. Final exams are excluded from relearning opportunities.
2. Minimum requirements for relearning must be completed before a student will be granted the opportunity to retake an assessment. These minimum requirements should indicate to the teacher that the student is ready to take the assessment a second time. They may include but are not limited to: additional formative activities, completion of previously incomplete assessments, in class interventions, out of class interventions; or, other requirements deemed appropriate by the course team.
3. A time limit of three (3) weeks from the date of receiving feedback exists in which students have the opportunity to

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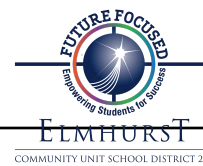
complete a retake/redo; after three (3) weeks, the opportunity will be revoked. This will be adjusted when appropriate for students with specific needs (e.g. Documented IEP, 504, etc.).

4. The assessment following the relearning may be different than the original assessment. The skills and knowledge being reassessed should be of the same rigor as the original assessment; best practice would be for the reassessment to be different than the original and ideally would only assess the skills and knowledge which were deemed deficient on the first exam.
5. If multiple opportunities are already built into the process of producing the assessment that provide for revision, rough drafts, etc. and significant teacher feedback is provided to the student regarding his/her progression as it relates to the assessment, the department, with approval from the building administration, can determine that this meets the minimum requirements of the policy. This must be communicated to the students on the syllabus and underscored when the assessment is introduced in class.

Course Name: Human Geography	
Teacher(s): Josh Green	Teacher Email(s): joshuagreen@elmhurst205.org
Teacher Times & Locations Available for Student Support: Teacher Website: https://sites.google.com/elmhurst205.org/mrgreensocialstudies/home Office: Room A351 (Social Studies/English Department Office) Office Number: 630-617-2400 Classrooms: C276 Office Hours: I am available for conferencing upon request and will have office hours this school year from 1:30-3:06 pm. I will also be available via email from 7:00 AM - 8:00 PM during weekdays. Please allow between 24-48 hours to receive a response.	
Course Description: The purpose of Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Maps and geographic information systems (GIS) are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. Students will learn to recognize and interpret patterns and assess the nature and significance of the relationships among cultures, politics, and economics. Students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by processes and developments at other scales (e.g., global, regional, national, state or provincial). Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live. Lastly, individuals should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns.	
Course Objectives Throughout the course, you will meet the following goals: <ul style="list-style-type: none"> • Interpret maps and analyze geospatial data. • Understand the associations and networks among phenomena in particular places and explain their 	

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implications.

- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate the regionalization process.
- Read sophisticated texts and academic writings
- Write well-constructed essays and research reports
- Think critically by synthesizing a variety of perspectives and information from various sources
- Discuss controversial issues with maturity and openness
- Analyze various forms of geospatial data
- Present fieldwork and/or research using both visual and oral formats
- Work collaboratively with fellow students to analyze real-world issues

Due Dates for Major Assignments & Assessments (Shared for planning and subject to change):

Due dates for all major assignments and assessments will be clearly communicated through each unit calendar and from the teacher on a regular basis.

Assessments Qualifying for Relearning Opportunities (Which can students redo/retake?):

1. End of Unit Exams
2. Culminating Unit Projects
3. Major Writing Assignments

Materials Needed:

- 1. Charged** Chromebook
2. Pen (blue or black) and pencil with eraser
3. Notebook
4. Binder/Folder
5. Agenda Planner or Online Planner

Student Learning Responsibilities for the Course:

Classwork and Late Work Policy

- If you are absent the day before a test, you are still expected to take the test on the day of your return. If you are absent the day before a project is due, you are still expected to turn in the project on the due date. If you are present at any point during the school day on which a project or major assignment is due, but do not attend your class without a valid excuse, you must turn your project in that day to receive full credit for the assignment. It is your responsibility to obtain any daily assignments or notes as soon as you return to school.
- Students have up to 10 days to make up any missing assignments past the posted due date. Make-up tests and quizzes will be placed in the TMC and it is the responsibility of the student to make up the test or quiz within 3 weeks as per the above relearning section. Students who miss class are responsible for obtaining the information missed that day.

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Academic Dishonesty.

Students are expected to do their own work no matter the assignment. To cut down on academic dishonesty and plagiarism, we will use an anti-plagiarism program for written work called Turnitin.com. All students are required to submit papers online upon the teacher's request. Two common forms of academic dishonesty include: 1. direct copying of any written and verbal material without proper acknowledgment; 2. paraphrasing of another student's work or ideas in your paper. All cases of academic dishonesty will be addressed by the teacher and will be recorded by the Social Studies Department Chair.

Ending Class

Approximately one minute before the end of class, I will ask you to return to your assigned seats for final announcements. You will be excused by me (which may occasionally be AFTER the bell rings). Be sure to listen carefully as you pack up your materials so you don't miss any important announcements or changes to the schedule.

Consequences for Classroom Violations

It is important that we adhere to class norms of respect and equity so that we can create an environment in which everyone is comfortable learning. Additionally, these rules are already established as a means of respecting the classroom and each other. If one violates a rule, he/she may be assigned a consequence. Depending on the frequency or severity of the misbehavior, you may receive one or more of the following consequences:

- Conference with teacher
- Parental contact
- Loss of privileges
- Dean's referral
- Change in seating assignment

Anticipated Homework Commitment (Anticipated assignments and hours per week):

Students will be required to conduct readings, watch videos, work on projects, and their vocabulary assignments for roughly 2 hours a week.

How can I improve my grade?

There are several ways that students can further their level of individual improvement. Here are some ideas:

- ☐ Before you write an essay, review teacher notes on your previous essays and our class notes on specific skills.
- ☐ Always review the assignment rubric before and during your preparation to ensure you understand what is being asked of you.
- ☐ Set up conferences with your teacher to receive one-on-one instruction tailored to your concerns.
- ☐ Visit York's Learning Commons during any period to receive instruction or help from a social studies teacher on duty.

Grading & Assessment Breakdown Percentages (Including opportunities other than only tests/quizzes):

25% Graded Practice

Includes all assignments that develop skills and/or content

15% Presentation Skills

Includes visual and oral communication

30% Formal Writing (DBQ & FRQ)

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Includes assessments that demonstrate mastery of writing
30% Content Application
Includes assessments that demonstrate mastery of content

NOTE:

- Extra Credit no longer exists (see procedure for Relearning Opportunities).
- For assignments and assessments completed by students and assessed by the instructor, the lowest percentage possible for the item is a 50% designation value for "F." For assignments missing, the instructor will indicate "M" in grades, which has a designated value of 50% for "F."

Specific Course Information (Per Course Team discretion):

Semester 1

- Unit 1:** Geography: Its Nature and Perspectives
- Unit 2:** Population and Migration
- Unit 3:** Cultural Patterns and Processes Languages, Folk & Pop Culture
- Unit 4:** Cultural Patterns and Processes Religions & Ethnicities

Semester 2

- Unit 1:** Political Organization of Space
- Unit 2:** Agriculture, Food Production, and Rural Land Use
- Unit 3:** Industrialization and Economic Development
- Unit 4:** Cities and Urban Land Use