

# World Geography Pre-AP Course Summary

Teacher	Conference Period	Telephone #	Email
AP Comple	4 <sup>th</sup> period both days 1:45-3:05	956.3882635	<a href="mailto:alex.comple@stisd.net">alex.comple@stisd.net</a>

Welcome to Wonderful World of Geography! Get ready to take a journey to “space” and back down to earth!  
In this class, all students will be encouraged to explore geography through the eyes of a geographer.

*History is not everything, but it is a starting point. History is a clock that people use to tell their political and cultural time of day. It is a compass people use to find themselves on the map of human geography. It tells them where they are but, more importantly what they must be.”*

– John Henrik Clarke

**Purpose:** This year-long class will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth’s surface. By looking at the relationships between cultural groups and their physical geography it is possible to find relationships that allow geographers to understand better how humans are shaped by their physical world, and changed it in turn. We will be looking at different cultural phenomenon such as language, religion, government, and economic systems in order to make connections between different cultural set and how they interact with one another.

**Objective:** By examining maps and other geographic tools, students will analyze correlations between the physical and human world and the interactions that have shaped our planet and human life. This course is designed to increase the students’ understanding of the world and develop their critical thinking skills. Upon completion of this course, students will be given the opportunity to take the Advanced Placement test for the possibility of college credit.

**Instructional Goals:** The students will...

- C – communicate ideas both in oral and written communication;
- O – (become) “outside the box” thinkers – solve problems creatively;
- M – master important historical concepts, events, and people;
- P – practice social studies skills and critical thinking
- L – learn to collaborate; and
- E – (become) eager learners of history

**Course Textbook:** Rubenstein, James M. The Cultural Landscape: An Introduction to Human Geography, 12<sup>th</sup> edition. Upper Saddle River, New Jersey: Pearson prentice Hall, 2016. The student will receive a copy for home use. It costs \$174.79 to replace a lost one.

Websites and apps used:

- ✓ STPA Blackboard – <https://stisd.blackboard.com>
- ✓ Remind – [www.remind.com](http://www.remind.com)
- ✓ iScore5APHG – <http://www.iscore5.com> This app costs \$4.99.
- ✓ Shmoop University - <http://www.shmoop.com/> Gateway to the World Library Database – <http://gateway.stisd.net>
- ✓ Quizlet – [www.quizlet.com](http://www.quizlet.com) and Kahoot – <https://kahoot.it>
- ✓ History Channel – [www.historychannel.com](http://www.historychannel.com) and National Geographic – [www.nationalgeographic.com](http://www.nationalgeographic.com)

**Needed Supplies:** Human Geography Preparing for the AP Examination (AMSCO), STPA student planner, 1 2” ring binder, 2 4-color BIC pens, 1 pack of #2 Ticonderoga pencils, 2 packs of college-ruled filler paper, 1 pack of erasable colored pencils, a set of colored highlighters, and an eraser.

**Student Expectations:** To be successful in this class, students need to come to class prepared to learn. All other activities, such as completing homework for other classes, texting or chatting, sleeping, and general day-dreaming are not allowed. Students need to pay attention in class, in order to participate in classroom activities.

- ✓ Work and learn at high levels
- ✓ Ask questions – this promotes discussion
- ✓ Complete and submit work on time and study for quizzes and tests
- ✓ Maintain a journal (My Passport)
- ✓ Use multiple intelligences (musical abilities, mathematical and artistic abilities) to enhance learning experience and creative thinking in approaching and completing assignments
- ✓ Become practiced users of the Internet as a source for research and learning

**Parents could best help by:**

- ✓ Making sure the student gets ample sleep and completes the assignments and projects
- ✓ Checking student planner and binder at least once a week
- ✓ Checking your student’s grades on Infinite Campus using “parent portal.” If you have not had parent portal before, please contact the school office (Ms. Maricela Ramos) for assistance.
- ✓ Discussing current events and their relationship to geography and history. Watch CNN10 daily and have your student discuss connections to geography.

**Grading Policy:** Grades for the course are based on a variety of exercises and assignments throughout the semester. The relative weights of these components are:

Daily Grade/Homework.....	20%
SQ3R Reading Notes/Quizzes/Interactive Notebook.....	30%
Unit Test/Projects.....	50%

The weight for each nine weeks will be 37 ½% and the semester exams are worth 25%.

**Academic Contract** – Students who receives a grade between 65% - 69% on a grading period will be given an academic contract to complete and earn a passing grade. It is their responsibility to follow the terms of the contract and complete it.

**Reading Assignments and SQ3R Reading Notes** – Students **must** read all required text and take notes. Students will be tested on the content covered in reading assignments, in lectures, and in class discussion. Their ability to critically interpret and make correlations between readings and lecture content will ensure high marks on unit tests and on the AP Human Geography Exam.

**Homework** – Homework will be assigned over each unit of study in order to prepare for class discussions and quizzes.

**Missing Assignments** – Student with missing assignments will be assigned to homework roundup to ensure completion. On some occasions there will be a need for mandatory afterschool tutoring to makeup assignments due to excessive absences.

**Late Work:** Will be accepted with grade deduction

**Quizzes** – Quizzes will be given over vocabulary, daily learning activities, or homework assignments. They may be announced or unannounced.

**Tests** – Students will be tested at the end of every unit after one review session. Students with an excused absence will be given opportunities to make up missed tests. **In any case, students will be responsible for any material taught in class.**

**Retesting:** A student may retake any assessment. To be eligible for a re-test, the student must complete the self-assessment sheet and attend one scheduled tutorial.

**Plagiarism/Cheating Policy:** Students who copy word for word from any type of academic source without giving credit to the true author will be given a ZERO for the assignment. **Students that copy from a fellow student on any assignment, test, quiz, or project will also receive a ZERO with NO CHANCE FOR MAKING IT UP.**

**Tutoring:** Don't be afraid of this class. As an eighth grader, you will be confronted with a harder workload. Do all you can to stay on top of things from the beginning of the school year. In an effort to help achieve this goal, I will be available before and after school for extra help. Don't hesitate to ask. You may gain help from me for exam and homework. Tutorials for this class will be Mondays and Wednesdays after school from 4:10 – 5:10 pm.

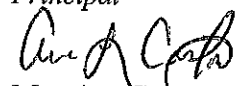
**Pyramid of Interventions**

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) and the South Texas ISD Essential Learning Outcomes (ELO's) for World Geography. Students demonstrating success will have flexibility in class activities and out of class time (Genius Time). Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, placement in history intervention, mandatory after school tutoring, and other interventions specific for the student.

Please review the course summary. Parent signature indicates that the parent or guardian understand the requirements for the class. Student signature also indicates that the student is aware of the course summary as well.

Thank you and I look forward to a great school year.

  
Mr. Alex Comple  
Instructor

Principal  
  
Mrs. Ana Castro

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

Students, this course summary is page 1 of your interactive notebook (My Passport).

# US History Pre-AP Course Summary

Teacher	Conference Period	Telephone #	Email
AP Comple	4 <sup>th</sup> period both days 1:45-3:05	956.3882635	<a href="mailto:alex.comple@stisd.net">alex.comple@stisd.net</a>

Welcome to 8th Grade US History! Get ready to take a journey back through time. In this class, all students will be encouraged to explore history through the eyes of a historian.

History does not predict the future, but it does make the future something to look forward to!

*"History is a novel for which the people are the author." - Alfred de Vigny*

**Purpose:** This course will provide students with a comprehensive understanding of American history from how the "American Spirit" was born and why it flourished even from the early years to the Reconstruction era. To accomplish this, students develop analytic perspectives for interpreting, understanding, and explaining historical events. Particular emphasis is placed on the people, events, and ideas that shaped the early years of America's history.

**Objective:** Students will analyze the various social, economic, and political factors that influenced the development of colonial America through the Civil War.

**Instructional Goals:** The students will...

- C – communicate ideas both in oral and written communication;
- O – (become) "outside the box" thinkers – solve problems creatively;
- M – master important historical concepts, events, and people;
- P – practice social studies skills and critical thinking
- L – learn to collaborate; and
- E – (become) eager learners of history

**Course Textbook:** Jarrett, Mark, et.al. Mastering the Grade 8 Social Studies TEKS. New York: Jarrett Publishing Company, 2012. The student will receive a copy for home use. It costs \$20 to replace a lost one. An electronic copy is posted on the class Blackboard page.

Websites and apps used:

- ✓ STPA Blackboard – <https://stisd.blackboard.com>
- ✓ Remind – [www.remind.com](http://www.remind.com)
- ✓ Gateway to the World Library Database – <http://gateway.stisd.net>
- ✓ Quizlet – [www.quizlet.com](http://www.quizlet.com) and Kahoot – <https://kahoot.it>
- ✓ History Channel – [www.historychannel.com](http://www.historychannel.com)
- ✓ National Geographic – [www.nationalgeographic.com](http://www.nationalgeographic.com)

**Needed Supplies:** STPA student planner, 1 2" ring binder, 2 4-color BIC pens, 1 pack of #2 Ticonderoga pencils, 2 packs of college-ruled filler paper, 1 pack of erasable colored pencils, 1 highlighter, and 1 eraser.

**Student Expectations:** To be successful in this class, students need to come to class prepared to learn. All other activities, such as completing homework for other classes, texting or chatting, sleeping, and general day-dreaming are not allowed. Students need to pay attention in class, in order to participate in classroom activities.

- ✓ Work and learn at high levels
- ✓ Ask questions – this promotes discussion
- ✓ Complete and submit work on time and study for quizzes and tests
- ✓ Maintain a journal (Social Studies Interactive Notebook of Knowledge AKA SINK)
- ✓ Use multiple intelligences (musical abilities, mathematical and artistic abilities) to enhance learning experience and creative thinking in approaching and completing assignments
- ✓ Become practiced users of the Internet as a source for research and learning

**Parents could best help by:**

- ✓ Making sure the student gets ample sleep and completes the assignments and projects
- ✓ Checking student planner and binder at least once a week
- ✓ Checking your student's grades on Infinite Campus using "parent portal." If you have not had parent portal before, please contact the school office (Ms. Maricela Ramos) for assistance.
- ✓ Discussing current events and their relationship to American History.

**Grading Policy:** Grades for the course are based on a variety of exercises and assignments throughout the semester. The relative weights of these components are:

Daily Grade/Homework.....20%

Cornell Notes/Quizzes/Interactive Notebook.....30%

Unit Test/Projects.....50%

The weight for each nine weeks will be 37 ½% and the semester exams are worth 25%

**Reading Assignments** – Students **must** read all required text and take notes. Students will be tested on the content covered in reading assignments, in lectures, and in class discussion. Their ability to critically interpret and make correlations between readings and lecture content will ensure high marks on unit tests and on the end-of-the-year STAAR test.

**Homework** – Homework will be assigned over each unit of study in order to prepare for class discussions and quizzes.

**Late Work:** Will be accepted with grade deduction

**Missing Assignments and Homework Roundup** – Students with missing assignments will be assigned to homework roundup during enrichment period to ensure completion. On some occasions there will be a need for mandatory afterschool tutoring to makeup assignments due to excessive absences.

**Quizzes** – Quizzes will be given over vocabulary, daily learning activities, or homework assignments. They may be announced or unannounced.

**Tests** – Students will be tested at the end of every unit after one review session. Students with an excused absence will be given opportunities to make up missed tests. In any case, the student will be responsible for any material taught in class.

**Retesting:** A student may retake any assessment. To be eligible for a re-test, the student must complete the self-assessment sheet and attend one scheduled tutorial.

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**Formative Assessments** – Frequently during the year, formative assessments will be given to prepare for the 8<sup>th</sup> Grade Social Studies STAAR test and to improve classroom instruction. Feedback will be given on these formative assessments but no grade will be assigned. The results of the formative assessments are critical to learning because students are able to identify which essential learning targets have not been mastered and provides the teacher re-teaching opportunities before summative assessments and STAAR test are given.

**Projects/ Presentations**

The student will be given ample time to work on projects and presentations, but it is imperative that the student prepares well. Some projects and presentations that may be assigned include: Aurasma, I-movie, Prezi, Wordle, Glogsters, I-movie, and document-based question essays (DBQs).


**Tutoring:** Don't be afraid of this class. As an eighth grader, you will be confronted with a harder workload. Do all you can to stay on top of things from the beginning of the school year. In an effort to help achieve this goal, I will be available before and after school for extra help. Don't hesitate to ask. You may gain help from me for exam and homework. Tutorials for this class will be Mondays and Wednesdays after school from 4:10 – 5:10 pm.

**Pyramid of Interventions**

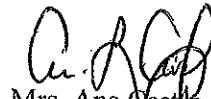
The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) and the South Texas ISD Essential Learning Outcomes (ELO's) for U.S. History. Students demonstrating success will have flexibility in class activities and out of class time (Genius Time). Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, placement in history intervention, mandatory after school tutoring, and other interventions specific for the student.

Please review the course summary for 8<sup>th</sup> grade American History. Parent signature indicates that the parent or guardian understand the requirements for the class. Student signature also indicates that the student is aware of the course summary as well.

Thank you and I look forward to a great school year.

  
Mr. Alex Comble  
Instructor

  
Mr. Ruben Salas  
Department Chair

  
Mrs. Ana Castro  
Principal

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Students, this course summary is page 1 of your interactive notebook (SINK).