

Human Geography- Individuals & Societies Grade 10

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I. Course Summary

In this one semester course, students will be introduced to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. This course uses a thematic approach and focuses on the following themes: population and migration, agriculture, natural resource allocation and management, industry and economic development, political geography, cultural geography, and urbanization. Students will evaluate how geography influences decision-making by analyzing case studies and other examples emphasizing human interaction with the environment. Content will incorporate a variety of scales- from local to global. Students will also learn holistic learning, intercultural perspectives, and communication models to prepare them for future classes and success in life. Students will be expected to analyze and create maps, research in-depth geographical topics, complete projects, and create in-class presentations and essays. The International Baccalaureate (IB) learner profile will be followed. Throughout the year, students will work individually and as a group while engaging in real world problems, simulations, readings, document analysis, debates, and journals to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

I. Units of Study

Unit 1: Thinking Geographically - Introduction and Physical Geography (Ch 1)

Global Context: orientation in time and space

•*How does geography help us to understand our world? (Systems)*

Unit 2: Population and Migration (Ch 2 and 3)

Global Context: Personal & Cultural Expression/Identities & Relationships

•*Why do people move? (Time, Place, and Space)*

Unit 3: Geography & Economic Consumption (Ch 9-11)

Global Context: Fairness and Development

•*How do geographic factors shape local and regional economic activity?*

How do we use land?(Global Interaction)

Unit 5: Political Geography (Ch 8)

Global Context: Identities and Relationships

•*What happens when people organize space? (Change)*

Unit 6: Urbanization (Ch 13)

Global Context: Orientation in time and space

•*How do spatial and economic inequality affect people and places? (Time, Place, and Space)*

<p>State Standards</p> <ul style="list-style-type: none">•The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.•The student will understand the regional distribution of the human population at local to global scales and its patterns of change.•The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.•The student will explain how the regionalization of space into political units affects human behavior.•The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.•The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.•The student will describe how humans influence the environment and it turn are influenced by it.	<p>Middle Years Program (MYP) Humanities Aims</p> <ul style="list-style-type: none">•An inquiring mind•A respect for and understanding of others' perspectives, values and attitudes•Awareness and understanding of people, cultures and events in a variety of places at different times•An understanding of the interactions and interdependence of individuals, societies, and their environments•An understanding of the causes and consequences of change through physical and human actions and processes•An understanding of contemporary humanities issues
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*The MYP Humanities Objectives will be addressed through each state content standard.

MYP Global Context and Key Concepts

Global Context

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP individuals and societies can develop meaningful explorations of : identities and relationships, orientation in time and space, personal and cultural expression, scientific and technical innovation, globalization and sustainability, fairness and development

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among: Change, Global Interactions, Systems, Time, place and space

III. Texts

An Introduction to Human Geography: The Cultural Landscape by James M. Rubenstein (on Schoology) ,
Contemporary Human Geography by James M. Rubenstein (will be in Schoology), outside readings,
primary resources

Methodology

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on approaches to learning, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.

Methods of assessment

Students will engage in a summative assessment for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, projects, research papers, essays, case studies, presentations and primary document analysis. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: questions, notes, readings, homework, smaller in-class assignments, graphic organizers, quick writes, and quizzes. Formative assessments will represent 30% of the total student grade for each quarter of the course. *(Please refer to the “Highland Park Senior High School Grading Policy” for further information).*

IV. Grading and Reporting

MYP Criterion

Students will be assessed at least two times during the year-long course and will be a part of the overall semester student grade.

- A. Knowledge and Understanding– terms, content, concepts, descriptions, explanations, and examples
- B. Investigating – formulate clear and focused research, and plan, collect and record research information
- C. Thinking Critically – analyze, evaluate, interpret and synthesize
- D. Communicating – communicate and structure information including the documentation of sources in the appropriate style and format

Grading Scale, Make Up Work, and Late Work

Please refer to the “Highland Park Senior High School Grading & Assessment Policy” for further information on the grading scale, make up work, retakes, and/or late work. Students can access scores,

grades, missing work, and/or attendance on the “parent/student portal” tab at www.highlandsr.spps.org. Extra Credit is not available in this course.

V. Methods of assessment

Students will engage in a summative assessment for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, projects, research papers, essays, case studies, and presentations and primary document analysis. Summative assessments will represent 80% of the total student grade for each semester of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include questions, notes, readings, homework, smaller in-class assignments, graphic organizers, quick writes, and quizzes. Formative assessments will represent 20% of the total student grade for each quarter of the course. (*Please refer to the “Highland Park Senior High School Grading Policy” for further information.*)

Academic Integrity:

Cheating and plagiarism will not be tolerated. I expect students to hold **themselves and others** to high standards of honesty and trustworthiness. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher. Resources such as *turnitin.com* may be used to verify the authenticity of student work. Please refer to the Student and Family Handbook located under Student Resources on the HP Homepage for further information. There will be consequences for cheating and plagiarism. Student work will be confiscated and administrative action will be taken. Consequences will be determined by the teacher and administrator based on the severity of the infraction.

****Do not share your digital work with others!** Take pride in what you create and encourage others to do the same, put time and effort into their OWN work. (sharing of work will result in a 0 score for all parties involved and possible administration input where needed)

Due Dates for Assessments

Formative and Summative assessments will only be due on a day that a class meets (e.g., A Day classes will have A Day due dates and B Day classes will have B Day due dates).

Late Formative and Summative Assessments

Students are expected to complete and submit assessments on time. When students have missed class, it is their responsibility to find out what they have missed immediately upon returning to school. For assessments assigned prior to their absence and due during the absence, the student is expected to submit assessments on the day of return. For assessments assigned during their absence, students should request the work the day of return and submit it on an agreed upon date.

Formative Assessments

Formative assessments that are missing will be accepted for full credit within two consecutive days that the class meets. However, if a unit ends prior to the two consecutive day time frame, missing formative assessments need to be submitted no later than the end of that unit. Once the unit ends, no missing formative assessments will be accepted. Teacher feedback may be limited for late assessments. If a student is given an in-class formative assessment that is due at the end of the class period and is given ample time to complete the assessment, but chooses not to complete the assessment in the class time allowed, zero points will be recorded in the gradebook and there will not be an opportunity to make up the formative assessment for credit. For IB DP students, some deadlines are firm and others have flexibility based on external IB DP deadlines and exam preparation.

Summative Assessments

Summative assessments will not be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least one day in advance.

Reassessments

Students may have the opportunity to show new learning as their most accurate demonstration of their performance is valued. In order to retake a summative assessment, the original summative assessment must be completed. Students may request to **retake one summative assessment** per quarter per class once evidence of new learning has been demonstrated. Due to the nature of some assessments, a reassessment may not be feasible. In order to retake a summative assessment, the student will arrange a **retake plan within 3 days of the summative assessment being returned**. If a retake is completed, the original grade will be replaced with the new summative assessment grade. Retakes can take on different forms at teacher discretion. There are no retakes on formative assessments.

VI. Class Expectations: *Safe, Respectful, and Responsible*

-First and foremost, I ask that you develop and maintain a healthy respect for yourself. Be proud of your history, ideas, and your goals.

-Respect the history, ideas, goals, and health of your peers.

-Respect Highland staff and property. Demonstrate this by understanding and following rules and by cleaning up after yourself.

-Take ownership of your learning. Be organized. Participate. Ask questions.

- Cell phones are not to be used in class without permission. **Failure to comply will be considered defiance and you will receive an office referral.**

-Food is not permitted. Make every effort to eat *before* you come to class. Water and coffee are acceptable.

-It is **your** responsibility to regularly check the Schoology for assignments and other information.

-Bring **fully charged** iPad, notebook, and pen/pencil to class **every day**.

Pass policy:

Passes will be issued at convenient times for the class (ex. during work time, not during lecture) as long as the student is in good standing and not abusing the privilege. Do not ask for a pass during the first or last ten minutes of class.

Videos:

In this class, students may view videos/materials that are either not rated or rated R. These videos/materials will be used to enhance the curriculum and assist students to better understand the concepts of the course. Please let me know if you or your student wishes to not view these videos/materials.

Extra Assistance: I am available to help students some days before or after school by appointment. Please let me know when you would like to meet for assistance or to make up work.