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# Humanities – Accelerated Human Geography 10

MYP Level 5 / Grade 10

Ms. Rise

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## Course Summary

In this one-year 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.

## Units of Study

 Unit 1: Thinking Geography - Introduction and Physical Geography (Ch 1) – AoI Environment

*•Why does geography matter?*

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

 Unit 2: Population and Migration (Ch 2 and 3) – AoI Environment

 *How is the world’s population distributed ?*

*•Why do people move?*

 Unit 3: Agricultural and Rural Land Use (Ch 10) – AoI Environment

*•To what extent does a diverse landscape affect people and their use of it?*

•*How much should humans mess with the environment to get what they desire?*

•*In what ways does human interaction affect agriculture in different regions?*

 *Where does food come from ?*

 Unit 4: Natural Resource Allocation and Management (Ch 14) – AoI Environment

*•How are we responsible for the Earth’s resources?*

*•Who is responsible for determining rights to land and resources?*

 *How are natural resources use ?*

*How and why do we conserve natural resources ?*

 Unit 5: Industry and Economic Development (Ch 9 and 11) - AoI Human Ingenuity

*•To what extent should we interfere in the industrial and economic development of nations?*

*Why is there an economic divide ?*

 Unit 6: Political Geography (Ch 8) – AoI Environment

*•How is a state or nation defined?*

*•Why is the world organized into geographical boundaries?*

•*Are geographical boundaries necessary?*

Unit 7: Cultural Geography (Ch 4, 5, 6, and 7) – AoI Community and Service

*•How does geographical location affect culture?*

*•When can culture cause conflict?*

 Unit 8: Urbanization (Ch 13) – AoI Health and Social

*•Why are cities appealing?*

•*Why would people move to cities?*

•*Why are cities necessary?*

*What is life like in a mega city?*

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| State Standards•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 Unites States and around the world at various scales.•The student will describe how humans influence the environment and it turn are influenced by it. | Middle Years Program (MYP) Humanities Aims•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 |

\*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

## 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.

 **IV. 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).*

**V. 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.

1. ***Knowledge and Understanding***– terms, content, concepts, descriptions, explanations, and examples
2. ***Investigating*** – formulate clear and focused research, and plan, collect and record research information
3. ***Thinking Critically*** – analyze, evaluate, interpret and synthesize
4. ***Communicating*** – communicate and structure information including the documentation of sources in the appropriate style and format

## Texts

An Introduction to Human Geography by James M. Rubenstein; outside readings, primary resources

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MYP Criterion

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

1. Knowledge-terms/facts/examples/descriptions
2. Concepts-explanations/applications of powerful ideas (time, place and space, change, systems, global awareness)
3. Skills-technical/analytical/decision-making, investigative
4. Organization and presentation-logic/clarity/style/referencing

Grading Scale

A 93.0-100

A- 90-92.99

B+ 87-89.99

B 83-86.99

B- 80-82.99

C+ 73-76.99

C 70-72.99

C- 70-72.99

D+ 67-69.99

D 63-66.99

D- 60-62.99

N 0-59.99

#### Late Work and Make-Up Work

 See HPSHS policy at : [www.highlandsr.spps.org](http://www.highlandsr.spps.org), click on: Grading and Assessment

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All assignments are due on their due date at the beginning of the class period.

Late work will not be accepted near the end of the grading periods-quarters- which are 9 weeks in length. All make-up work is the students’ responsibility. Prior approval from the instructor is needed for any late summative assignment. No extra credit is given.

**XIV. Class Expectations**

1. Students are expected to be on time and in their seats when the bell rings. Students should stay their seats until dismissed at the end of each class.
2. Students will be working in groups or with partners on a regular basis.
3. Students should expect homework—with reading and writing and various projects assigned throughout each unit. The textbook can be kept at home and used for the weekly homework reading assignments (due each Thursday) called “Cornell Notes”.
4. All electronic devices should be put away and turned off during class unless instructed to use devices by instructor.
5. Students should bring materials every day for class. Always be prepared to think and to do your best!

**XV. NOTEBOOKS:**

 Students will be expected to keep a class notebook. Students are expected to copy down the questions, answers, and any notes from classroom instruction in their notebooks. Each entry should be labeled with the date and be kept in an organized manner. Students should expect to be reading their textbook and taking Cornell notes from each section about two times per week.

This promises to be an exciting year; I am looking forward to working with all of you. The work will be challenging and I am willing to provide whatever support I can to ensure that all students are successful. I expect that students in my class go above and beyond every day, and I expect the same of myself. Please feel free to contact me if you have questions or concerns, e-mail is the best way to get a hold of me.