IB Diploma Programme Geography SL 11/12

Ms. Rise

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## Course Summary

In this one-year course, students will be introduced to the study of geography grounded in the real world and focused on the interactions between individuals, societies and physical processes in both time and space. This course seeks to identify patterns and trends in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with change. IB Geography

is a standard level testing subject area within the Individuals and Societies subjects. The Diploma Programme geography course integrates physical, environmental and human geography. Using both socio-economic and scientific methodologies this course examines relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and respect for, alternative approaches, perspectives, and ideas using case studies from global, national, regional and local scales. DP Geography uses the four key concepts of place, process, power and possibility that provide depth to the understanding of the different geographic inquiries.

## Units of Study

 Unit 1: Population distribution and changing populations

 Unit 2: Case studies

 Unit 3: Internal Assessment fieldwork

 Unit 4: Leisure, tourism and sport

 Unit 5: Food and health

 Unit 6: Water and change

Unit 7: Global climate

 Unit 8: Global resources

Geography aims:

1. Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
2. Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including: acquiring an in-depth understanding of how geographic issues been shaped by powerful human and physical processes and synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.
3. Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

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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. | DP Individuals and Societies Aims•Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions.•Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.•Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.•Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.•Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.•Enable the student to recognize that the content and methodologies of the subjects in the individuals and societies group are contestable and that their study requires the toleration of uncertainty. |

## DP Global Context and Key Concepts: Place, Process, Power and Possibility

## Text(s)

 Planet Geography by Stephen Codrington

## Methodology

We 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, quizzes, 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 and quick writes. Summative assessments will represent 30% of the total student grade for each quarter of the course.

For the DP Geography SL exam: Paper 1 (35%); Paper 2 ( 40%); IA (25%). Students receive a score between 1-7 (The exam is in May- scores are available in late June typically).

## Grading and Reporting (Assessment Objectives)

AO1- Knowledge and understanding of specific content (classify, define, describe, determine, estimate, identify, outline, state)

AO2- Application and analysis of knowledge and understanding (analyse, explain, suggest)

AO3- Synthesis and evaluation (compare, contrast, discuss, evaluate, examine, justify)

AO4- Selection, use and application of a variety of appropriate skills and techniques (annotate, construct, draw, label)

#### 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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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.

**VIII. 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. A set of quality colored pencils is very helpful for the mapping work we do in class.
4. Students should expect homework—with reading and writing and various projects assigned throughout each unit. The textbook can be kept at home.
5. All electronic equipment should be put away and turned off during class.
6. Students should bring materials every day for class. Always be prepared to think and to do your best!

**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.

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.