

SI IB MYP Human Geography

Individuals and Societies

MYP Level 5 / Grade 10

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I. 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.

II. Units of Study

Unit 1: Thinking Geographically - Introduction and Physical Geography

Global Context: orientation in time and space

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

Unit 2: Population and Migration

Global Context: Personal & Cultural Expression/Identities & Relationships

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

Unit 3: Agricultural and Rural Land Use

Global Context: Globalization and sustainability

- *How do we use land? (Systems)*

Unit 4: Natural Resource Allocation and Management

Global Context: Fairness and Development

- *How are we responsible for the Earth's resources? (Global Interaction)*

Unit 5: Industry and Economic Development

Global Context: Scientific and Technical Innovation

- *How do people solve problems? (Change)*

Unit 6: Political Geography

Global Context: Identities and Relationships

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

Unit 7: Cultural Geography

Global Context: Personal and Cultural Expression

- *How do "new" ideas change us? (Global Interaction)*

Unit 8: Urbanization

Global Context: Orientation in time and space

- *What are the costs and benefits of living in a city? (Time, Place, and Space)*

State Standards	Middle Years Program (MYP) Humanities Aims
<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. 	<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

*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

Contemporary Human Geography by James M. Rubenstein, World Geography Today by Helgren & Sager; outside readings, primary resources

IV. 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.

VI. 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 80% 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 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).*

VII. 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.

VIII. Additional Expectations

Class Expectations:

Safe, Respectful, and Responsible

It is important that each student comes to class on time each day prepared to learn, work hard, participate, help other students, and advocate for themselves when help is needed. It is expected that each student comes to class with a charged ipad and that phones are put away and not used during class. Additionally, in order to have a safe and positive classroom environment, it is essential for all of us to be respectful to staff, students, property, ideas, and opinions. All other school policies regarding electronic equipment, attire, inappropriate language, absences, and tardiness will also be expected and followed in the classroom.

Homework Expectations:

Readings will be assigned weekly. Homework is also expected when work in class is not completed. Students are expected to study for tests on their own time outside of class. There may also be occasional projects and assignments that need to be done on students’ own time. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher.

Cheating, Plagiarizing, Stealing, Etc.:

Please refer to the “Highland Park Senior High School Grading and Assessment Policy” for further information on cheating and plagiarizing (intentionally or unintentionally), etc. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher. 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.

Extra Assistance:

I am available to help students most afternoons after school by appointment. Please let me know when you would like to meet for assistance. Bus tokens are available in the main office for students who stay after school with a teacher due to needing academic assistance.

Materials Needed / Supply List:

- iPad—majority of work will be completed, submitted, and organized digitally
- Notebook
- Pens and/or Pencils

Pass policy:

Passes will be issued at convenient times for the class (ex. during work time, not during lecture or the first and last 10 minutes of class) as long as the student is in good standing. Individual policies may be amended/changed throughout the year based on teacher discretion.

Videos:

In this class, students may view videos, video clips, on-line resources, and/or materials that are not rated or rated R. These items will be used to enhance the curriculum and assist students to better understand the concepts of the course. Please let me know if you do not want your child to participate in this type of activity.