

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.

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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.

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)

Late Work: Students are expected to complete and submit assigned work on time. Work that is late for any reason, will be accepted for up to 3 days past the due date, for a 10% reduction in the score each day late. This is not to extend past the end of the quarter. Summative assessments **will not** be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least three days in advance. If you are absent on the day of an exam, **you must take it the day you return**. It is YOUR responsibility to arrange one of the following times to do so: During my Prep/PLC time, during class, or after school.

Retakes: A student may retake **ONE** summative assessment per quarter. In order to retake a summative assessment, all formative ones must be completed. Students will have an opportunity to retake summative assessments once evidence of new learning is demonstrated. In order to retake an assessment, the student will arrange a plan with the instructor **within 3 days of the assessment being returned.** When a retake is given, the original grade will be replaced with the new assessment grade. If there is no improvement in the grade, the original grade will remain.

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.