I. Course Summary

Students in Language through Geography pursue the study of geography and geographical inquiry while simultaneously developing their English language skills. Throughout the year, explicit attention is paid to the English-language development of students across the four modalities of listening, reading, writing and speaking within the content of geography. Students will learn to read and write in English through studying and working on geography. Language instruction will develop vocabulary, sentence structures, and discourse patterns in English with a specific focus on those found in social studies. The four modalities will be integrated into daily lessons with an emphasis on the productive domains.

This course focuses on introductory geography concepts. Students will explore and learn how to read, use, and interpret maps for different purposes using absolute and relative location. Students will investigate key features of a map, be able to interpret spatial information and map symbols. They will explore regions in both a global and US context to describe location and compare and contrast physical features.

II. Units of Study

* Unit: Introduction to Geography - How do we read a map? What is the purpose of a map?

* Unit 2: Local Geography - Location - How do I create a map? How do I give directions and describe locations?

* Unit 3: Place - Physical Features - What can a map tell me about landforms? How are locations different and/or similar?

* Unit 4: United States - What kind of information can we learn from thematic maps? What tools can be used to find geographic information? What are the regions of the United States and how are they different?

III. Standards and IB MYP Aims

<table>
<thead>
<tr>
<th>State Standards</th>
<th>IB Middle Years Program Aims</th>
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<tbody>
<tr>
<td>State Standards for social studies.</td>
<td>● appreciate human and environmental commonalities and diversity</td>
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<tr>
<td>WIDA Standards:</td>
<td>● understand the interactions and interdependence of individuals, societies and the environment</td>
</tr>
<tr>
<td>WIDA Standard 5: English Language Learners will communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</td>
<td>● understand how both environmental and human systems operate and evolve</td>
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|                            | ● identify and develop concern for the well-being of human communities and the natural environment |
|                            | ● act as responsible citizens of local and global communities |
|                            | ● develop inquiry skills that lead towards conceptual understandings of the relationships between |
IV. Text/Resources
Maps
World View Book 1: Western Hemisphere
World View Book 2: Eastern Hemisphere
Other resources and materials provided by the teacher

V. Methodology
In MYP, teachers and students work together to develop a variety of skills, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, answering unit and guiding questions, and building on their self-advocacy.

VI. Methods of Assessment
Highland Senior uses a 70% / 30% system. 70% of the grade is based on summative assessments and 30% of the grade is based on formative assessments. In this class, students will complete a variety of IB MYP assessments in Language Acquisition such as projects, presentations, papers, tests, and quizzes. Assessments like these give students a chance to show their understanding and skills.

<table>
<thead>
<tr>
<th>Language Acquisition Criterion</th>
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<tbody>
<tr>
<td><strong>Criterion A</strong></td>
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<tr>
<td>Comprehending Written/ Visual Text</td>
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<tr>
<td><strong>Criterion B</strong></td>
</tr>
<tr>
<td>Comprehending Written/ Visual Text</td>
</tr>
<tr>
<td><strong>Criterion C</strong></td>
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<tr>
<td>Communicating in Response to Spoken, Written, and Visual Text</td>
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<tr>
<td><strong>Criterion D</strong></td>
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<tr>
<td>Using Language in Spoken and Written form</td>
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IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

VII. Other Course Information and Expectations
**Class Expectations:**
Be Safe, Respectful, and Responsible
School policies will be followed regarding electronic devices, headwear, attire, inappropriate language, absences, tardiness, etc. Cell phones are NOT to be used during class at any time. It is expected that iPads are brought to school fully charged every day for use in class.
**Homework Expectations:**
Homework is expected to be completed for this class. Late work will be accepted up to 3 days late with a 10% reduction in score. Assignments will be posted in Schoology.

**Cheating and Plagiarizing:**
Please refer to the “Highland Park Senior High School Grading and Assessment Policy” for further information on cheating and plagiarizing (intentionally or unintentionally), etc.

**Extra Assistance:**
I am available to help students most afternoons after school by appointment. Bus tokens are available in the main office for students who stay after school with a teacher due to needing academic assistance, completing missed assessments, etc.

**Materials Needed / Supply List:**
Notebook to be used for this class only
Pens and/or Pencils
iPad—charged and with you each day

________________________________________________________

**Course Outline Signature:**
I have read and understand the expectations, policies, and procedures in the course syllabus. Please return completed by Friday, September 6th, 2019.

__________________________  _________________
Student Signature          Date

__________________________  _________________
Parent/ Guardian Signature Date

Email: ________________________________

Best phone number to contact: ________________________