

Government and Economics – Roosevelt High School 2019-2020

12th Grade Human Geography - Mr. Farrell – Room 353 - Adam.Farrell@mpls.k12.mn.us

Introduction - Roosevelt High School provides students with challenging and meaningful opportunities to engage in, both academically and through extra-curricular activities. My purpose is to ensure that each student is supported to their highest potential. As a social studies teacher, I have the honor of exploring our local and global community with students and watch as each one develops individual, informed opinions. I will honor each student's unique perspective and encourage students to share their ideas in a safe and engaging environment. I encourage communication from students, families, and support networks to ensure that each student has a safe and challenging learning environment. Our class will engage in thoughtful discussions, challenging projects, and individual development that will help students construct unique views of how our world works.

Course Description –Our semester long class will focus on Human Geography. In total, there will be 4 units that go in depth with different subjects. Because the course will take on a broader perspective, important material will inevitably be left out. The course is designed to provide the students with the necessary skills and lenses to continue their learning and successfully explore their interests.

Learner Outcomes – At the end of the semester each student will have a better and more accurate understanding of the world, different problems facing the planet, and what tools can be used in order to bring about solutions. Students will be able to create individual opinions about topics and use their new tools to discuss solutions and improvements.

Evaluation – All assignments will be graded on the Roosevelt High School 8-point scale. Each assignment, project, test, or quiz will evaluate a student's mastery of a specific learning objective.

Scores from student's Formative Assessments (Homework, Classwork, and Participation) will make up 20% of the student grade. Summative Assessments (Essays, Presentations, Tests, Simulation) will be completed at the end of each unit and make up 80% of the course grade for the quarter. **Students must complete each unit summative in order to pass the course.** The grade scale breakdown goes as follows:

Scale	Letter Grade	Descriptor Key Words
7-8	A	<i>Work consistently is...</i> -Extended -Innovative
5-6	B	<i>Work consistently is...</i> -Accurate -Proficient
4	C	<i>Work mostly is...</i> -Adequate -Inconsistent
2-3	D	<i>Work is...</i> -Developing -Limited -Partial
0-1	F	<i>Work is...</i> -Incomplete -Inaccurate -Insufficient Evidence -Unacceptable

Expectations – To protect the safety of all students and to create a productive learning environment, students will...

- Be Prepared
- Be Respectful
- Strive for Continuous Improvement

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Materials – Students will need to come to class with a notebook, folder/binder, writing utensil, and any materials given to them to prepare for an upcoming lesson, unit, or project. These may include readings, written assignments, or information gathered outside of class.

Units – Each unit will include in class assignments, vocabulary assessments, and a large summative assessment.

Human Geography– Unit Titles and Statement of Inquiry

Unit 1 Tools of Geography – *Geographers study multiscaled systems and networks in order to better understand and innovate our world*

Unit 2 Population and Migration – *Increased globalization requires the development of systems which fairly adapt to ever changing population and migration trends*

Unit 3 Cultural Geography – *Our experience with the diverse identities and relationships within our culture shape our worldview and interactions*

Unit 4 Environmental and Agricultural Geography – *People may need to sacrifice powerful personal and cultural values in order to bring about sustainable environmental change.*

Electronic Policy:

Students will be reminded daily to keep phones and headphones away for the entire class period. When students are on their phones in the classroom, the teacher will call a support staff to collect the phone and follow our schoolwide policy for how to pick up the phone and deal with any potential consequences. When situations arise where students need to use a phone, they will clearly communicate this with the teacher beforehand.

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people’s ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student’s Responsibility :

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

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Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Late Work Policy – All assignments are due at the beginning of class. Late work will result in a lowering of the grade by one letter. All work not completed before the end of the unit will not earn credit. The expectation is students come prepared to class. Students are responsible for collecting late work and talking with the teacher when they are absent. In the event a student knows he or she will be absent, please see me beforehand to be aware of what will be missed.

Teacher Expectations – Students will receive meaningful and timely feedback on assignments to help them gauge their progress and growth in the class. Students will receive clear expectations for each task assigned in class. Additionally, I will keep students informed of their grades and assignments in all of their classes and work with parents, support networks, and other school staff to ensure student receive the highest level of education.

Printed Parent/Guardian Name

Parent/Guardian Signature

Printed Student Name

Student Signature

Most Sincerely,

Mr. Adam Farrell

Full Scope and Sequence for the course shared below and on our google classroom page for reference.

Unit	Dates	State Standards	Content Skills/ATL Skills	Statement of Inquiry	Assessment(s) & MYP Criterion Assessed
1	Sept 8th - Oct 5th	9.3.1.1.1 9.3.1.1.2 9.3.1.2.1 9.3.1.2.2	<u>ATL Skills</u> -Research - Communication -Thinking <u>Content Skills</u> -Critical Thinking - Communication -Argument Construction	Geographers study multiscaled systems and networks in order to better understand and innovate our world	For the Assessment, Students will: Create a proposed budget and ArcGIS based presentation explaining how the City of Minneapolis should divide its Park Budget Funds. MYP Criterion Assessed - Bi, Di, Dii, Div

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2	Oct 6th - Nov 4th	9.3.3.5.1 9.3.3.5.2 9.3.3.5.3 9.3.3.5.4	<u>ATL Skills</u> -Social - Communication -Thinking <u>Content Skills</u> -Source Analysis - Communication -Critical Thinking	Increased globalization requires the development of systems which fairly adapt to ever changing population and migration trends	For the Assessment, Students will: Complete research looking at different immigration and population trends, how countries are implementing different policies around these issues, and the resulting outcomes. They will then participate in discussions exploring these topics. MYP Criterion Assessed - Biii, Ciii, Dii
3	Nov 8th - Dec 10th	9.3.3.6.4 9.3.3.7.1 9.3.3.7.3 9.3.2.4.2	<u>ATL Skills</u> -Social - Self- Management - Communication <u>Content Skills</u> -Knowledge Construction - Communication -Problem Solving	Our experience with the diverse identities and relationships within our culture shape our worldview and interactions	For the Assessment, Students will: Create a visual representation/piece of art work sharing their understanding of culture and how it impacts their understanding of the world . These finished products will be shared, seen, and discussed during a gallery walk. MYP Criterion Assessed - Ai, Aii, Cii
4	Dec 13th - Jan 27th	9.3.2.4.1 9.3.2.4.3 9.3.2.4.4 9.3.3.7.2 9.3.4.9.1 9.3.4.10.1	<u>ATL Skills</u> -Thinking -Research <u>Content Skills</u> -Source Analysis - Communication -Persuasive Writing	People may need to sacrifice powerful personal and cultural values in order to bring about sustainable environmental change.	For the Assessment, Students will: Complete an argumentative essay taking a stance on our cultures ability to bring about sustainable environmental changes. MYP Criterion Assessed - Bii, Biv, Ci, Diii