

**Burke High School
Human Geography
Course Syllabus**

Instructor:	Aaron McBride
E-mail:	aaron.l.mcbride@ops.org
Office Phone Number:	[402] 557-2300
Plan Periods:	3 rd and 4 th Blocks
Teacher Web Site	
Office/Classroom	Portable 6
Best times to contact:	Anytime by email

Course Description This course provides an effective method for asking questions about places on earth and their relationships to the people who live in them. The geography, economics, history, culture, and human interaction with the environment will be studied and analyzed to provide an understanding of the world in which we live. This is a semester course.

Instructional Philosophy My instructional philosophy is based on the belief that through Socratic challenges and application, students are best able to convert information acquired in class and through independent research into knowledge and to use that knowledge to think critically.

Content Standards

● **OPS HUMAN GEOGRAPHY UNIT 1 POPULATION & CULTURAL GEOGRAPHY CONTENT STANDARDS:**

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.3 Students will interpret how natural processes interact to create the natural environment.
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
- 12.2.6 Students will understand economic concepts that support rational decision making.

● **OPS HUMAN GEOGRAPHY UNIT 2 URBAN GEOGRAPHY CONTENT STANDARDS:**

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.3 Students will interpret how natural processes interact to create the natural environment.
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.5 Students will evaluate interrelationships between people and the environment.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
- 12.2.6 Students will understand economic concepts that support rational decision making.
- 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

● **OPS HUMAN GEOGRAPHY UNIT 3 POLITICAL GEOGRAPHY CONTENT STANDARDS:**

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

● **OPS HUMAN GEOGRAPHY UNIT 4 ECONOMIC AND ENVIRONMENTAL GEOGRAPHY CONTENT STANDARDS:**

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.3 Students will interpret how natural processes interact to create the natural environment
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.5 Students will evaluate interrelationships between people and the environment.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
- 12.2.6 Students will understand economic concepts that support rational decision making.
- 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

Major Units of Study

● **OPS HUMAN GEOGRAPHY UNIT 1 POPULATION & CULTURAL GEOGRAPHY LEARNING TARGET:**

Student will be able to compare and contrast the distribution, growth rates, and characteristics of human populations, e.g. unique cultures, settlement patterns, and the location of natural and human resources.

21ST CENTURY SKILLS:

LEARNING AND INNOVATION SKILLS: Communication; Collaboration

INFORMATION, MEDIA & TECHNOLOGY SKILLS: Information Literacy; ICT Literacy

LIFE & CAREER SKILLS: Flexibility and Adaptability; Social and Cross-Cultural Skills; Productivity and Accountability

● **OPS HUMAN GEOGRAPHY UNIT 2 URBAN GEOGRAPHY LEARNING TARGET:** Student will be able to analyze the patterns of urban development, such as site and situation; the functions of towns and cities; and problems related to human mobility, social structure, and the environment.

21ST CENTURY SKILLS:

LEARNING AND INNOVATION SKILLS: Critical Thinking and Problem Solving

INFORMATION, MEDIA & TECHNOLOGY SKILLS: Information Literacy; ICT Literacy

LIFE & CAREER SKILLS: Productivity and Accountability

● **OPS HUMAN GEOGRAPHY UNIT 3 POLITICAL GEOGRAPHY LEARNING TARGET:** Student will be able to analyze the forces of conflict and cooperation.

21ST CENTURY SKILLS:

LEARNING AND INNOVATION SKILLS: Critical Thinking and Problem Solving; Collaboration

INFORMATION, MEDIA & TECHNOLOGY SKILLS: Information Literacy; ICT Literacy

LIFE & CAREER SKILLS: Productivity and Accountability

● **OPS HUMAN GEOGRAPHY UNIT 4 ECONOMIC AND ENVIRONMENTAL GEOGRAPHY LEARNING TARGET:** Student will be able to explain and evaluate the characteristics (economic, social, political, and environmental) of less developed, developing, and more developed countries and their common goals of sustainable development.

21ST CENTURY SKILLS:

LEARNING AND INNOVATION SKILLS: Creativity and Innovation

INFORMATION, MEDIA & TECHNOLOGY SKILLS: Information Literacy; Media Literacy; ICT Literacy

LIFE & CAREER SKILLS: Productivity and Accountability; Leadership and Responsibility

Course Expectations

- Do independent research to complete four coursework assignments covering material related to each unit of study and meet the submission deadlines for each.
- Complete a summative assessment supported by independent research and analysis related to each unit of study and submit it by the designated deadline.
- Participate in Socratic discussions of topics related to where people live and events occur, and why there, with an open-mind and the desire to become a functioning and contributing citizen of the world.
- Complete daily in-class materials.

Class Rules and Expectations:

- Students should be in their assigned seat when the bell rings and remain seated according to classroom expectations
- Students will come to class prepared to learn with materials needed for class
- Students will respect the other member of the class.
- Students will be responsible for meeting deadlines according to the calendar distributed at the beginning of each unit of study.

Texts

We will use Geography Alive for vocabulary and some reading assignments. Much of what we cover however will not be in the book. Take notes and listen because you will need this information when it comes time to review and test.

Assessment

Each unit will have formative and summative assessments. We will complete three formative required semester projects (RSP's), one summative required semester project and a curriculum based assessment.

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A = 3.26 – 4.00

B = 2.51 – 3.25

C = 1.76 – 2.50

D = 1.01 - 1.75

F = 0.00 – 1.00

Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher's discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

*Indicates standardized language