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| **Mr. Bambenek**  World Areas Syllabus | *Spring*  2017 | |
| *“Geography is destiny.”*  -Abraham Verghese | | If you have any questions you can always reach me at [tbambenek@iwacademy.org](mailto:tbambenek@iwacademy.org) |

***The Importance of Geography in our own Lives***

*We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people’s own experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives. It introduces them to distinctive investigative tools such as maps, fieldwork and the use of powerful digital communication technologies. It opens their eyes to the beauty and wonder around them and acts as a source of inspiration and creativity. More than this, it ensures that they appreciate the complexity of attitudes and values which shape the way we use and misuse the environment. Through geography, people learn to value and care for the planet and all its inhabitants.*

***Geo – Literacy is important for all citizens of the world***

*In our modern, globally interconnected society, it is more important than ever that people understand the world around them. The introduction of high-yield, low-impact agricultural practices, early-warning systems for national defense and natural disasters, and the preparedness of our children to have systemic understanding, geographic reasoning skills, and systematic decision-making capability are crucial for our society. Geo-literacy can reduce the costs of bad decision-making and provide the foundation for positive breakthroughs.*

***Course Description and Rationale***

Geography is not only the study of locations and maps. A geographer is also interested in why things and people are where they are, how they got there, and what their impact is on the world around them. This means that geography includes the physical environment, culture, politics, and economics of the region. Geography is a spatial discipline and we will be investigating areas of the world from a spatial perspective.

“**Geography is the science of space and place on Earth’s surface. Its subject matter is the physical and human phenomena that make up the world’s environments and places. Geographers describe the changing patterns of places in words, maps, and geo-graphics, explain how these patterns come to be, and unravel their meaning. Geography’s continuing quest is to understand the physical and cultural features of places and their natural settings on the surface of the Earth**.”

(Geography For Life: NGS, 1994)

Throughout the semester, we will study Latin America, Africa, the Middle East, and Asia. These are the areas that are not always covered in courses like World History. We will combine a study of these areas with a study of basic geographic knowledge and tools. Students will use the tools and information they will gain from this class in everyday life as well as in their future study of history and other disciplines. As society is becoming increasingly global, knowledge of all areas of the world are necessary. As geography includes aspects of culture and politics as well as physical location, the students will prepared for the many paths they will take after this class.

***Materials***

1. **World Geography** text
   * Boehm, Richard G., Ph.D. *World Geography*. New York, NY: Glencoe, 2005.
   * Information will also be found on the Weebly site
2. Demerit card and planner everyday
   * There are a number of assignments and pertinent dates so a planner or handbook is essential.
3. Notebook or binder
   * Be sure to keep your notes together. Do not use a multi subject notebook for this course.
4. Access to a PC or a device
   * A good deal of assignments and readings will be found exclusively online.

Weebly Site

A good deal of information will be found exclusively on the Weebly Site. It is important that you bookmark my site so that you have quick and easy access to it. My site is [www.mrbiwa.weebly.com](http://www.mrbiwa.weebly.com).

***Essential Questions and Learning Goals***

**Lap 1 – How did Latin America’s Geography change the world?**

1. Examine human characteristics such as history, culture, and the political climate of the area.
2. Analyze the historical consequences of the European arrival and their impact on Latin America’s indigenous people.
3. Examine how geography still impacts the people living in Latin America even though technology is increasing and shrinking our planet.

**Lap 2 – Africa, why haven’t you been?**

1. Analyze Africa’s physical and cultural geography and how it has affected Africa’s growth throughout its modern existence.
2. Examine the colonization of Africa and analyze how it has impacted modern Africa.

**Lap 3 – How can we fix the Middle East?**

1. Examine Middle Eastern physical and cultural geography and how it has affected the region.
2. Examine the regional issues plaguing the Middle East from colonization, religious differences, freshwater supply, and other such issues.

**Lap 4 – Are we set for an age of Asian dominance over world politics and economics?**

1. Compared to other places we have looked, how has South and East Asia’s physical and cultural geography affected their current place in the world?
2. Examine the regional issues plaguing East and South Asia East from colonization, exploitation, religious differences, freshwater supply, poverty, malnutrition, and other such issues and analyze how these issues have been somewhat overcome?

***End of Course Goal***

Gain deep insightful knowledge of the world and have a better understanding of how everyone on the planet is interconnected in some ways.

***What are Essential Questions and Learning Goals?***

**Essential Question**

An essential question is – well, essential: important, vital, at the heart of the matter – the essence of the issue. Think of questions in your life that fit this definition – but don’t just yet think about it like a teacher; consider the question as a thoughtful adult. What kinds of questions come to mind? What is a question that any thoughtful and intellectually-alive person ponders and should keep pondering?

One meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn.[[1]](#footnote-1)

Essential questions are the key to opening doors of understanding.

**Learning Goals**

Learning goals are those important formative assessments that help us gain more information which allows us to answer and ponder our essential question. Learning goals are the building blocks to successfully answering and debating the essential questions.

***Assessment and Mastery***

**Assessment**

Each Lap will have a series of formative assessments known as learning goals. Each of the Learning Goals will have their own unique assessment. Assessments are designed for the student to show me what they have learned and how the students can communicate to me their knowledge of the goals. No classroom learns exactly the same way so assessments per Lap will undoubtedly vary.

**Scoring Breakdown**

Grades will be broken down on a percentage system.

* **Formative Assessment Learning Goals** will be worth **20%** of the total semester grade.
* **Summative Assessment Essential Questions** will be worth **70%** of the total semester grade.
* **Final Exam** will be worth **10%** of the total score of the semester.

**Structured Open Lab**

I reserve the right to structure any student who I believe is struggling. This structuring could last a cycle, Lap, or longer. The purpose of structured open lab time is for the student to get more individual assistance in the areas in which they are struggling (homework, quizzes, concepts, in class readings, etc). This is not a tutoring session. Students will be expected to work and put forth a solid effort while structured. Once their grade rises or their effort increases structuring will be lifted. This is not a punishment! This is to aid the student. However, if you miss a structured open lab you will receive a 1-D.

***Honors World Areas Projects***

Each Lap students in Honors World Areas students will see a table detailing a project. Students in Honors World Areas must complete a total of three projects over the course of the fall semester. Projects will vary in design from writing an essay on a specific and timely topic, oral presentations, debates, etc. If a student fails to complete the three projects their grade will reflect a 0%. Also, the student will receive an incomplete for the course if they do not complete the projects because they are summative assessments.

***Bring Your Own Device policy***

1. Devices are a privilege to use in my class and open labs.
2. Devices **may not be used for note taking in class**.
3. **Before** entering the classroom, all devices should be put away.
4. If you are caught using your device in any way not instructed you will lose your privilege to use your device in class or open lab for one cycle.
   * All assignments or in class activities during that cycle, will be completed on your own time
5. All IWA BYOD policies will be enforced: no texting or social media, no You Tube, no photography without permission, and no recording of video. If a phone rings or buzzes during class, or you are found to be violating any of the above policy restrictions, your device will be taken away, and you will pay a fine to have it returned.

**Stoplight for BYOD**

1. A **Yellow** piece of paper means that devices will be used, but not quite yet. So keep them in your bag until I instruct you to take them out.
2. A **Red** piece signals that devices will not be used that day at all so do not take them out.

***Expectations***

1. According to school policy, any **phones** that ring during class or open lab will be confiscated
2. No **purses or bags** will be allowed on the desk tops during class or open lab.
3. **Respect** your instructor, your fellow students, and yourself at all times
4. I require **maturity**, responsibility and time management skills in my class.
5. I expect all students to **come** **prepared** to class with their book, paper and pen/pencil every day.
6. I expect all students to **arrive promptly** to class and be ready to begin in a timely manner.
7. I expect all students to **behave** in a responsible and mature manner for the entire class period.
8. I expect all students to **participate** appropriately in class discussions.
9. I expect all students to be in **proper uniform**.
10. I expect all students to complete written assignments using **complete sentences and proper grammar**.
11. Students may be given a **required** **outside** **reading** assignment to enrich the lesson. This will be listed in the lap where appropriate.

***Cheating/Plagiarism***

Cheating will not be tolerated. **Any student caught cheating will receive a zero and parents will be contacted – no exceptions whatsoever**. Cheating may also bring about demerits, detention, or other administrative action. Plagiarism is taking credit for someone else’s work and/or ideas.

Plagiarism will result in a zero, parent contact and possibly other administrative action – no exceptions whatsoever. **Copying work from another student is cheating**. Both students will receive a zero, parents contacted, etc. - the student copying the work and the student who gave work to be copied. Be responsible and mature – do your own work and do not enable another’s irresponsible behavior.

***Student Responsibility***

1. I emphasize **responsibility**, **maturity**, and **college preparation** skills in my class.
2. All students are given a **lap** which covers what we are doing for the entire unit.
3. **Every** Practice Assessment, quiz, Learning Goal, project, EQ, etc. is listed in the lap.
4. **Every** due date is listed in the lap.
5. There is **no excuse for not turning in assignments or being unprepared for tests, Learning Goals, or EQ projects/papers**. Time management is a very important skill and it is stressed in my class.

***Email Policy***

If you need to email me with questions, assignments, or other concerns, please note that you must use your school email account.  In addition, you must **check your student email account daily**. I will often send reminders, updates, or other emails with important information.  You are responsible for checking your email to receive these updates.

Additionally, it is important when emailing a teacher to note appropriate etiquette.  Emails that are not written respectfully and professionally will not be answered.Emails should look something like this:

***Dear Mr. Bambenek,***

***I have a question about the homework.***

***How do I do the questions on page 3?***

***Thank you,***

***Mel***

**Remember, you are addressing a teacher when you email and it is a great skill to learn how to write concise and professional emails.**

***Enrichment***

1. Enrichment is exactly what it sounds like, enriching your understanding and knowledge of the material covered in the Lap.
2. Enrichment is designed to further your understanding of the material and not bail you out if you are struggling in class. **Enrichment activities will never be worth more than 5 points**.
3. Enrichment activities will vary. On some Laps, depending on the material that we are examining, students may be required to visit certain local museum exhibits, watch educational television programs or movies, write short papers over a primary documents, etc.
4. If you are struggling in class concentrate on the assignments and not the enrichment because the assignments are worth more and are more important than the enrichment activities.
5. Enrichment will be added at the end of Lap.

***Absences***

1. If you miss classes consult your Lap for information regarding what you missed. **It is up to you, the student, to figure out what you need to get caught up.** I will certainly help you, but you must take the responsibility in getting caught up. I will not seek you out if you missed a class or did not turn in assignment in.
2. **For all extended absences a timeline for the completion of your work will have to be agreed upon by the teacher and administration.** Contact me if you know that you will be missing school or my class for more than three days.
3. Write “**Absent**” on all work

***Open Lab***

1. **Arrive promptly** in appropriate uniform and prepared with materials.
2. **Sign in** to every open lab and indicate what you intend to accomplish.
3. **Open lab is for learning activities, such as LAP activities, conferencing, or group projects.**
4. Work alone silently or quietly and respectfully in small groups.
5. Purses, pencil cases, book bags, or any other kind of bag must be on the floor at all times – no exceptions.
6. Open lab assignments are due on the date and time according to the Lap. Some assignments may be handed in at 3:00, by midnight, or before break. You never know. It really depends on our schedule.

**IWA Late Work Policy – Spring 2017**

To ensure accurate reporting in grades, all teachers at IWA will categorize assignments and assessments into two categories: Formative and Summative. You will distinguish between the two because all Summative Assessments will be designated as so in the teacher’s grade books.

* ***Formative a*s*sessments*** are on-going assessments in a classroom and can include homework, open lab activities, quizzes, and class work. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.
* ***Summative assessments*** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time, such as at the end of each LAP. Summative assessments would be considered LAP tests, culminating projects, presentations, tests, and exams. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional work. On Summative assignments no student can earn lower than 50%.
* **All Formative assessments will be treated with the following policy:**
  + During the course of each QUARTER, a student will have one NLP (No Late Penalty) assignment. When the late assignment is turned in, no late points will be deducted. If multiple assignments are missing and then turned in late, the NLP will be given to the assignment worth the most points.
  + Formative assessments can only be redone with teacher approval.
  + If work is turned in late, 50% is the only grade a student can receive.
  + After “2nd” LAP ends, assignments not turned in will be given a zero and will no longer be able to be turned in for credit.
* **All Summative assessments will be treated with the following policy:**
  + **If all the summative assessments are not completed, the student will FAIL the course.**
  + Completed is defined as took every summative offered in the course.
  + If a student misses a summative assessment (it will be identified on each LAP), it is the student’s responsibility to contact the teacher to make arrangements to reschedule.
  + However, once the Summative Assessment is missed, the grade will become a “LATE” or “ABSENT” which are tied to a zero, and the cumulative grade will become an “I” for Incomplete. **THE “I” WILL NOT BE REMOVED UNTIL THE STUDENT TAKES THE ASSESSMENT.**
  + **If a student does not COMPLETE A SUMMATIVE ASSESSMENT by the due date, she will receive a demerit from the teacher of the missing assessment.( If absent on the due date no demerit will be issued.)**
  + **Examples include:**
* **Not taking a test**
* **Not turning in an essay**
* **Not having a class presentation or speech ready on the assigned day**
* **Not turning in a project**
* **Not completing a yearbook spread by the deadline day**
* **Etc.**
  + Once a summative is missed the student will be required to be at school, in the Commons, the following Wednesday morning at 8:00 am. If the missing assessment is a test the student should come prepared to take the test. If the missing assessment is a project or a performance the student must have set up a time to make up the assessment with the teacher. The student will be required to be in the Commons, every Wednesday at 8:00 am until she no longer has any INCOMPLETES for missing summative assessments.
  + If a student has an INCOMPLETE in one class with a project or performance that cannot be completed in the Commons, the student is expected to use the time to complete other academic assignments.
  + If a student has multiple INCOMPLETES the guidance department will choose one summative to be completed/worked on during the time in the Commons.
  + FAILURE TO BE IN THE COMMONS WILL RESULT IN A 1D FOR A MISSED APPOINTMENT. The student will know if she is expected in the Commons because she will have missed a summative assessment in a class.

***RETAKES & REDOS***

* Check Weebly

**IWA Grading Information**

* **ABSENT**: This means that the student was absent the day the activity was due.  (This counts as a zero until the assignment is turned in.)
* **LATE**: This means that the student was in class the day the activity was due, but did not turn in the assignment.  (This counts as a zero until the assignment is turned in.)
* **EXCUSED (EXC)**: This means that the student has been excused from completing this assignment.  (This has no effect on the grade.)
* **REDO**: This means a summative assessment has been taken but failed. This requires a student to retake or redo the assessment according to the class policy. The REDO score code is tied to a 50%.
* **T**urned **I**n **N**ot **G**raded (**TING**): This means the assignment has been received by the teacher and is in the process of being graded. This acronym (TING) will only be used for large term papers or projects that will require a lengthy grading process. It will not be used for daily assignments.

Once a student has been given an INCOMPLETE for a missed summative; upcoming assignments should be graded, scored, but no adjustment to the overall grade should be made until the summative is completed.

1. Wiggins, Grant P., and Jay McTighe. *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*.  [↑](#footnote-ref-1)