

IB GEOGRAPHY SL, FALL 2019

Teacher: Dr. Margaret East, margaret.east@apsva.us

Room: 2211

Planning Blocks: 4th and 5th

COURSE DESCRIPTION:

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the **interactions** between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change. Geography also describes and helps to explain the similarities and differences between different places. These differences and similarities may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes. Working geographers, planners, and policy analysts often use geographic findings to evaluate actual or possible management strategies associated with mitigating the effects of harmful changes. For instance, a geographer might help answer the following questions:

- 1) What are our best options for dealing with beach erosion due to rising sea levels and climate change;
- 2) "What are our best strategies for reducing soil degradation and preserving arable land", or
- 3) "What are the most cost effective, productive ways to curb the negatives of gentrification?".

Within the IB category of subjects called "**Individuals and Societies**", geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. The course helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The aims of the SL geography course are to enable students to:

1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales;
2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - acquiring an in-depth understanding of how geographic issues, or "wicked problems", have been shaped by powerful human and physical processes,
 - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved; and
3. understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

Your active participation during the course of this class will help you appreciate the relevance of geography in analyzing contemporary issues and it will broaden your understanding of human, biological, and geological spatial variation, socio-spatial diversity, and socio-spatial change.

UNITS OF STUDY AND COURSE CALENDAR:

Every IB Geography SL course is organized into two optional units (teachers get to choose 2 of 7 topics from the standard IB course syllabus guide) and three required units (meaning everyone in the world taking IB Geography has these same topics). Learning from these units is assessed periodically and at the end of the year for IB credit; see information about this included in the section on IB Credit Assessment. Critical thinking and applied geography skills (map, graph, and table interpretation, etc.) are integrated within all units and all units apply geographic concepts across and within multiple geographic levels – global, national, regional, and local.

- Qtr. 1 - **Geo-Basics** (short introductory unit for basic course concepts and skills)

- Qtr. 1 - **Population Distributions & Demographics** (one of the required units)
- Qtr. 1 through Qtr. 2 - **Urban Environments** (one of the optional units), In conjunction with this unit, the class works on two important projects.
 - The first project has students work in teams to create and present a proposal for urban redevelopment to a group of DC area planners. The project is called Urban Plan and it is sponsored by the Urban Land Institute, ULI. Planner/developer experts affiliated with ULI volunteer and give guidance during the course of proposal preparation. Other volunteers serve as a mock city council to select proposals and award “city contracts” to project winners.
 - The second project requires field work for the course’s Internal Assessment project (see more about this in the section entitled, IB Credit and Assessment). Students use data from this fieldwork and information from secondary sources to answer the following question: ***How are parks, leisure trails, and other recreational exercise facilities (public and private) distributed in Arlington?***
 - We are usually doing data analysis and constructing maps and graphics and/or writing sections of our Internal Assessment Papers for a few days near the end of quarter 2 or the start of quarter 3.
- Qtr. 3 - **Global Climate Vulnerability and Resilience** (a required unit)
- Qtr. 3 - **Global Resource Consumption & Security** (a required unit)
- Qtr. 4 - **Leisure, Tourism, and Sport** (our second optional unit)
- Qtr. 4 - **Cumulative Year Long Review** – just prior to the IB exams in late April/Early May
- Qtr. 4 - **Current Events Reporting** until Seniors leave; Study Hall for juniors after the seniors leave
 - Depending upon student schedules (we have to work around testing), we often find time for a field trip after the IB/AP exams are over.

ADDITIONAL INFO. FOR FULL IB CANDIDATES:

Geography and Linkages to DP Theory of Knowledge Course (TOK):

As with other disciplines in the human sciences, there are a variety of ways of gaining knowledge in geography—for example, archival evidence, data collection, experimentation, observation, and inductive and deductive reasoning. Geography students also explore and think critically about the interactions between people and their environment in time and place. All of these elements can be used to help explain patterns of behavior and contribute to an examination of how we know what we claim to know.

Geography and Linkages to DP CAS: CAS and geography can complement each other in a number of ways. Identifying trends and patterns between individuals, societies and processes and how these may manifest in local, regional or global issues may give students ideas for CAS experiences and I am happy to talk with you about your CAS ideas. An important characteristic of the geography course is that students examine spatial interactions, possibilities and change in a contextual way. Due to the interconnectedness of our contemporary world, many global challenges may present themselves in students’ local or otherwise significant communities as inspiring springboards for CAS experiences. As a result of the knowledge and understanding students develop about issues through a geographic lens, they might be able to investigate, plan, act, reflect on and demonstrate CAS experiences in a more informed and meaningful way. Similarly, CAS experiences can ignite students’ passions for addressing a particular global matter.

Geography and Linkages to DP Extended Essays in Geography or World Studies:

An extended essay in geography is not an extension of the internal assessment task for the SL subject course. While there is inevitably an overlap in the skills being developed, there are clear distinctions between the tasks and a different emphasis in terms of the sources and types of data used. If you are a junior and a full IB diploma candidate, you may become interested in a geography or world studies topic that you may want to individually pursue for an extended essay. An extended essay in geography provides the student with an opportunity to apply a range of geographic skills to complete an independent and in- depth research investigation using geographic concepts, methodologies, theories, and sources

with a clear spatial emphasis. Alternatively, a world studies essay often incorporates some of the same interdisciplinary comparative research techniques and curriculum concepts that geographers use, but there is less emphasis upon selecting a research question that requires primary data collection of spatially relevant data.

CLASS RESOURCES, BOOKS, AND WEB COMMUNICATIONS:

Website & Social Media Communications: This course syllabus and my contact information can be found on Dr. East's [school webpage](#). All other class materials will be provided to students via the **Canvas** learning management system. You can access the Canvas portal via myaccess.apsva.us (this link is also on the left-hand side of the WLHS homepage). You must know your APS student ID to access these materials. If you are having trouble with this, contact your guidance counselor or Craig Spraggins, the school technology officer. Here is his [Mr. Spraggins' webpage](#) if you need to reach him. We have the ability to send reminders to students via Canvas (if students add their phone numbers to their Canvas student profile, ask me to show you how to receive these).

Course Textbooks and Reading Materials:

The primary textbook for this class is IB Geography Course Book, 2nd edition: Oxford IB Diploma Programme. We also have the IB Geography Study Guide, 2nd edition as well. At the start of the year we will have a class set of these books, but within a week or so of school starting, we should have enough copies for all to have their own set of books. All will also eventually be able to access the text online, stay tuned in class for our online access codes. I'll hand out hardcopy books in class as soon as all are available.

MATERIALS NEEDED FOR CLASS:

1. 1" three-ring binder used to hold IB Geo. materials only ... you will carry this between home and school and change out materials periodically, leaving the previous quarter's materials at home (SAFE until we need them at end of year).
2. Loose leaf paper for use in binder (buy a package, put some in your binder, and bring the rest to class so that we can create one communal set that all can use here in class)
3. Divider pages and tabs for your binders
4. Pencils (mechanical is preferred since the pencil sharpener is always breaking)
5. Red Pen
6. Highlighter (yellow preferred)
7. Earbuds for use with computer
8. 1 box of colored pencils (at least a box of 8) you will need this periodically, so get one to use for the year.

GENERAL METHODS OF GRADE ASSESSMENT:

Student assessment in this class includes both summative and formative assessments. Formative assessments are those types of activities that monitor student learning during the presentation of new instructional units. They are zero value or low point value assessment activities that help students and teachers identify student strengths and weaknesses in understanding concepts or utilizing certain skills. Examples of these activities include in-class practice preview or review activities that appear in student notebooks, quizzes, short homework exercises, or worksheet/practice assignments.

Summative assessments are those types of activities that evaluate student mastery of skills or content knowledge at the end of a lesson or instructional unit. These assessments can include final group mini-projects, quizzes, quarter exams, final drafts of research papers, self-directed study assignments, or processing assignments that are taken up for formal grading (processing assignments are those assignments that show that a student has developed a working understanding of the lesson's essential content).

Specific assessments used in this class:

- **15% Homework** – homework generally consists of short quizzes about required readings (from the textbook or other sources); work to turn in with answers to study questions on required readings, handwritten vocabulary logs; and/or handwritten current events logs.
 - **Current events logs** – handwritten summaries and reactions to the day's top events around the world. These can be local, national, or international news topics that you hear about from a multitude of sources. You must log ONE event within a two-week period and you will turn that log in on a bi-weekly schedule on the last class day of each week (be it a Thursday or a Friday). The requirements and formats for these logs are described in canvas, but all must have some connection to our Geography Syllabus topics; news material to cover is not hard at all to find.
 - **Required Reading and Vocabulary Logs** – at the start of each unit I will provide you with a new unit plan in a canvas page called “**Start Here Daily**”. These plans include projected dates of lesson topics, due dates for required readings, tentative dates for unit tests, and lists of required vocabulary terms per unit. Vocabulary terms are best explained either through my lectures or your textbook. IB Quizlets are the weakest source to get your vocabulary from.
 - **I will NOT accept late homework without prior arrangement or without proof of some emergency.** You either have homework with you, or you don't, on the day it is due. I forgot it at home will not suffice as an excuse. By “**prior arrangement**”, I mean that you must tell me a reason why something **might** be late **before** it is late and, importantly, **obtain my approval to turn it in late**. This means you need to be looking ahead; panicked emails the night before something is due will not move me to mercy. If you have sought approval to turn something in late; generally, I have no issue with it being late because we have made **arrangements (a plan for when you will turn it in)**.
 - If you haven't gone through this process, I won't accept late work (unless of course, some proven emergency caused the work to be late). If you have an excused absence on a day when it is due, you must submit that late work as soon as you return. I will not accept it later.
 - You will have many little homework assignments in any given quarter, missing one or two or even three will not sink your grade; missing many, however, will come back and bite you in the grade book.
 - **You may not make up unscheduled pop-quizzes of homework readings.** If you miss a reading quiz because of any absence, I will simply remove the quiz from your overall homework grade calculation.
- **10% Class Organization & Participation** – You should keep neat, well-organized binders that include work organized into 2 sections and **arranged by date; with most recent materials in the front of each section. I may evaluate these binders without notice, so be organized and have them with you at all times!**

Grades will be given for organization and participation at least 2 times per quarter. Evidence of excellent class organization and participation includes a well-kept binder (see below), your active participation in whole class or small group discussions, participation in quick zero-point formative assessments (like Kahoots, etc.), regular attendance, promptness, and respectful, helpful interaction with others during all activities.

Required binder organization (checks for **binder possession** and organization will occur without notice as well):

- 1) a section for **daily work & lecture notes**: review/preview question work, daily notes on ruled paper or annotated handouts, worksheets associated with lectures or readings, and all returned work (including any tests or quizzes I let you keep).
 - 2) a separate section for **vocabulary logs**. I will show you a suggested format for these logs when I give you your first vocabulary list.
 - Optional, 3): a separate section for any **current events logs you decide to keep**. Tip: take notes during others current events discussions and this will help you with related topics on quizzes or tests.
- **20% Daily Work** – these are daily activities (like self-guided study questions, reflection questions, video summary questions, web research, short answer essay questions that have previously appeared on the IB tests, or concept processing activities, etc.). These activities are taken up individually for formal grading and evaluation at the end of a class period. This may be individual work, partnered, or team work. Some of this work is completed daily; some of this work may need a few in-class days to prepare and/or may be graded in parts. Partners and group members may not always share the same grade, if I feel like someone is not putting in their fair share of effort!
 - **25% Project Grades** – mini-projects that allow students to further explore instructional content, synthesize, or apply instructional information. This may be individual work, partnered, or team work. Partners and group members may not always share the same grade, if I feel like someone is not putting in their fair share of effort! You may have 2 – 3 project grades per term.
 - **30% Unit Tests** – timed IB style assessments that test for recall, recognition, understanding, and/or synthesis and application of instructional content. Check the “**Start Here Daily**” links in canvas unit modules for all upcoming testing dates. All tests will have short answer questions as some part of the test. You may have 2 – 3 unit tests per term. You may have 2 – 3 unit tests per term.
 - The very last quarter may also include a test that acts a check of accumulated content knowledge. We often do this prior to review for the IB test in May and it will help better focus our efforts for IB test review.

The Grading Scale:

Letter Grade	Percentages	Quality Points	AP & IB Quality Points
A	90,91,92,93,94,95,96,97,98, 99, 100	4.0	5.0
B+	87, 88, 89	3.5	4.5
B	80, 81, 82, 83, 84, 85, 86	3.0	4.0
C+	77, 78, 79	2.5	3.5
C	70, 71, 72, 73, 74, 75, 76	2.0	3.0
D+	67, 68, 69	1.5	2.5
D	60, 61, 62, 63, 64, 65, 66	1.0	2.0
E	0 – 59	0.0	0.0

Quarterly grades will be rounded up when the average yields a percentage point that is .5 or higher. This grading scale is in accordance with the standards set by Arlington County Public Schools.

Final Grades:

- Student grades reflect student achievement and not behavior.
- You will be exempt from a final exam by completing the Internal Assessment Paper and External Assessment Paper Exams 1 and 2 in May.
- Your final course grade is determined by averaging your quarterly grades (+ the final exam grade if you did not complete the IA paper and/or sit for external exams in May).

Studentvue:

Students and parents will be able to view all course grades online via the school's Synergy grading site. PLEASE see your counselor if you cannot access your grades via Studentvue.

MORE ABOUT IB CREDIT ASSESSMENT:

Internal Assessment:

In order to receive IB credit for this course each student will complete an Internal Assessment based on fieldwork. Participation in fieldwork is a unique opportunity to take what we have learned in class into the real world. Although fieldwork is conducted together, the writing of the report, data analysis, and formation of the conclusion will be done individually. Class time will be utilized for the preparation and planning stages the fieldwork, as well as for data collection and preparation of primary source infographics (maps, tables, and anything else you choose to include). Personal time will need to be used to complete the rest of your IA. I will be available to assist in all of the stages of this process to ensure you understand how to write the report and how it will be assessed, but I will only check **one first draft**. It is crucial for you to turn in a completed first draft, so you will not be at a disadvantage when the final draft is due.

The Internal Assessment will be assessed by the teacher and externally moderated by the International Baccalaureate Organization. **It will be 25% of the final IB score.** It is also worth several project grades during the first 3 quarters. More specific information will be provided when we begin fieldwork for the Internal Assessment.

External Assessment:

Students will also be assessed externally in the form of two exams or papers. Again, completion of both of these is a requirement for the course.

- **Paper 1** covers the optional units, you will choose to answer questions for the units on Urban Environments and Leisure, Sport and Tourism. The exam is one hour and thirty minutes long and will be 35% of the final IB score. This exam is in the afternoon on May 6, 2020.
- **Paper 2** covers all of the required three units and is worth 40% of the final IB score. This exam is one hour and fifteen minutes long in the morning on May 7, 2020.

Grading, IB Assessment, and End of Year Exams:

- As an advanced course, students are expected to perform at or above a "C" at all times. Grades below a 70% are considered unsatisfactory, even though students will be earning extra quality points when they complete the course Internal Assessment (IA) and sit for the external IB examination. Students who complete both on time will be exempt from final examinations for this course. Students who fail to submit the required IA will not be eligible to sit for the external examination. Students who do not sit for the external examination will be awarded a mark of "N", no mark, by the International Baccalaureate Organization. This will result in the loss of the quality point on the school transcript and they will be required to take a final exam on the date specified in the WLHS calendar. If this happens, the final course grade will be an average of the four quarter grades and the final exam grade.
- Arlington Public Schools (APS) pays for the examination fees for all IB courses. Any student who registers for an IB course, but does not take the corresponding exam or complete the required IB internal assessment (IA), will be required to reimburse APS for their examination fee(s). The cost of each exam is established by International Baccalaureate Organization.

OTHER CLASS POLICIES:

** I strictly follow all APS grading procedures as stated in the APS student and faculty handbooks. I mention just a few here.

Absences, Late Work, Make-Up Work Policies:

- All work is due at the start of class on the day of its assigned due date. When work is late because of excused absences or prior arrangements with me (***see the note about late work under Homework***), it is your responsibility to make up those missed assignments. You should find out what you missed from our Canvas classroom while you are gone. Please also come see me too as soon as you come back to school.

- If a student has been absent for any reason, the family must notify the school as soon as practical, but no later than two (2) days after he or she returns to school. The notifications must be done in writing to the attendance office, and they are subject to monitoring and verification.
- Students with an excused absence, have one week from the last day of the absence to submit work assigned during their absence; work assigned before their absence is due the day they return.
- Full credit for make-up or late work is only given when the due date's absence is excused or if you have made prior arrangements with me (***see the note about late work under Homework***). **You will not be allowed to make up any missed quizzes, unit tests, daily work, or project grades due to unexcused absences. You will receive a 0 for these types of assignments if you miss with unexcused absences.** See the complete APS policy on Make-Up Work in the Student Handbook

Retake Policy for Missed Work:

In the case of excused absences, students will be allowed to retake exams up to one week after the student returns. Arrange exam time with the teacher as this may have to happen outside of class, either before school, after school, or during General's Period. Again, I will not allow you to re-take unit exams or quizzes due to unexcused absences.

Extra Credit Policy:

As a general rule, I do not give extra credit. However, in previous years, I have offered some limited extra credit that I applied to towards students' lowest test score in quarters 3 and 4 for students that regularly attend exam review sessions during GP. I may do that this year; stay tuned 3rd quarter.

Tardy Policy:

Three unexcused tardies (UC's) during one quarter will result in a detention assigned by the teacher. Parents will be notified. Each additional tardy will result in another detention. Five unexcused tardies will result in a referral to the student's administrator and may result in Saturday School.

Academic Honesty and Plagiarism:

Students will be asked to sign an honor pledge for each major assignment turned in. By signing the pledge, students will be acknowledging their understanding of the honor policy as described in their student handbook and that they have not violated that policy in any way.

"ON MY HONOR, I PLEDGE THAT I HAVE NEITHER GIVEN NOR RECEIVED INFORMATION ON THIS ASSIGNMENT."

Cell Phone and Electronic Device Policy:

Students will not have cell phones (computers or other electronic devices) on their person, their desk, charging, or visible in any way ***unless specifically permitted for instructional purposes***. You and your parents/guardians will be asked to sign off indicating they understand this policy. See the last page of this syllabus. Consequences for violating this policy are outlined below.

- Upon the first offense the student will hand over their device until the end of class. If a student refuses, administration will be notified.
- Upon the second offense the device will be turned over to the main office for the student to pick up at the end of the day.
- Any offense beyond that will require a parent or legal guardian to come in and pick up the device from the student's administrator.

EXPECTATIONS FOR CLASS BEHAVIOR:

This class will operate under four basic rules.

1. Everyone, including the teacher, will be treated with respect.
2. Putdowns and intentionally hurtful comments or actions will not be tolerated.
3. No one will be allowed to disrupt the learning process of anyone else.
4. Everyone, including the teacher, will be on time and prepared

It is the student's job to take responsibility for his or her own education. I will not hunt you down to let you know what you missed while absent, and I will not accept excuses. Education is one of the most vital instruments in your life and you, as a student, must accept responsibility for your own actions and decisions. As a teacher, I will provide you with the raw materials to gain a thorough understanding of the subject matter, but it is your job as a student to dedicate the necessary time and effort to mastering this information. As you prepare for your future, I hope you will take advantage of my offers to help you hone your study skills, critical thinking skills, and content mastery. I can be a valuable resource for you, but it is ultimately your decision to utilize me as a resource.

Students: Please read this IB Geography syllabus with your parents/guardians. Once you are finished, keep the rest of the syllabus for your binder, but return this last page to Dr. East with signatures affirming that all of you understand all of the classroom policies, including the cell phone and electronic device policy, described within the syllabus. **** Just bring this last page. You should keep the rest of your syllabus in your class binder.**

My parents/guardians and I have read, discussed and understand all of the procedures and policies mentioned in Dr. East's course syllabus.

Student's Name
(print)

Student's Signature

Class Period

Parent's Name
(print)

Parent's Signature

Date

Parent Information

Print Name: _____

Best time to call me is _____

Phone #s: Home _____ Work _____ Cell _____

Email Address: _____