

World Geography Course Syllabus School Year 2015-2016

Teacher: Mrs. Abad	Rm: H2	Contact Information: Phone: 300-1870 ext.5484/ 300-5484
Okkodo High School Mission Statement: <i>Okkodo High School provides a respectful environment for quality learning that builds knowledge and skills to succeed in the 21st Century.</i>		School-wide Learner Outcomes (SLOs): E4 = Excellence by Choice <i>Effectively communicate with others</i> <i>Excellence in academics</i> <i>Embrace cultural diversity</i> <i>Environmentally respectful</i>
Course Description: In HIGH SCHOOL WORLD GEOGRAPHY, students learn about the distribution and characteristics of the world's major cultures and the dynamics of human migration and cultural diffusion. The course considers the regional mosaic of the world through a series of studies about Oceania and Australia; North America and Latin American; Western Europe to Eastern and Russia; Africa; Asia; and the Middle East. Also covered is a unit of basic physical geography and map reading skills. For each of these regions, selected nations are studied in depth.		
Textbook: World Geography by McDougal Littell Textbook Policy: 1) Once under student's care, the student is responsible to keep the book in the same or similar condition throughout the school year. A tracking form will be signed by the teacher and student at the beginning of the school year to ensure understanding. 2) Marking of any kind is not allowed in the textbook. If any are found, the book will be recorded as damaged. 3) Keep your assigned textbook clean and free from moisture and liquids. 4) Report any lost or stolen book to your teacher and pay for it at the business office. 5) Do not lend assigned textbooks unless instructed in class by the teacher.		
Course Materials: <ul style="list-style-type: none"> • Pencils/ pens for daily use • Notebook • Filler paper (college ruled or wide rule) 		
Course Expectations: Aligned to the school's mission and SLOs, the course expectations allow students to maximize learning opportunities in the course. <ol style="list-style-type: none"> 1. Create a respectful environment for learning- Students are expected to keep learning spaces clean and organized; treat the teacher and peers with respect; and acknowledge the teacher's authority in the classroom. 2. Enable quality learning- Students must take part in learning activities by engaging, staying focused, and collaborating to gain knowledge and skills. Students must come to class with an attitude ready to learn. 3. Use 21st century skills- Students will be expected to think critically, work collaboratively, communicate effectively, and use technology to gain knowledge and skills that will prepare them to be college and career ready. 		
Classroom Rules: Classroom rules are in place to ensure an organized and safe classroom learning environment. <ol style="list-style-type: none"> 1. Listen to the teacher's instructions the first time. 2. Enter the classroom quietly and prepare for the day's lesson. 3. Clean up after yourselves. 4. Respect your teacher and classmates by being polite, following instructions and using the appropriate language in the classroom. 5. Observe and follow all school rules policies regarding: uniform, cell phone usage, gum chewing, and inappropriate language. Major offenses will result in immediate referral. 		
Discipline Policy: A discipline policy is in place to hold students accountable for their behavior and actions. <ul style="list-style-type: none"> - Minor offense 1- Student warning - Minor offense 2- Student warning and meeting between student and teacher - Minor offense 3- Parent call or notice - Minor offense 4- Counselor referral Excessive minor offenses and major offenses will be referred to the school administration.		

Attendance Policy: ATTENDANCE WILL BE TAKEN DAILY. Students must provide parent or doctor's note upon return from an absence. All notes must be cleared within the week. Students must notify the school if absences are a week or longer. This will give teachers ample time to prepare make up work. Students must meet teacher timelines for submission of late work. Teachers reserve the right to refuse make-up work. Pre-arrange absences & suspension notes require an admit slip from the main office. All medical notes must be given to the school health counselor for an admit slip. Students who are 10 minutes or more late are considered absent for the class. Board Policies 411 and 330 will be adhered to at all times.

Make-Up Work Policy: Make up work policies ensure students are treated equally and given opportunities to make-up work due to excused absences and extenuating circumstances.

1. Make-up work will be accepted by students with excused absences only.
2. Make-up work must be asked for by the student and the teacher will determine a reasonable due date.
3. Make-up work will not be accepted after the quarter ends without a valid parent or medical note.
4. Make-up work will not be accepted if absence note has been deemed invalid.
5. Extended absences make-up work must be coordinated with the teacher with proper notice.

Grading System:

40% Tests, Exams, & Projects
50% Assignments (includes homework)
10% Participation (includes planner checks)

Extra-credit may be offered at the teacher's discretion.

Parents must monitor their child's progress through PowerSchool during the quarter. Please email or call the teacher if there are any concerns.

Grading Scale:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

No credit: 6
Unexcused absences

Citizenship:

E= Excellent effort; role model for others; brings materials to class; no attendance issues.

S= Generally participates; completes most work; brings materials to class; no attendance issues.

U= Poor effort; disrupts class; disrespectful to teacher & peers; 3 or more warnings about behavior; sleeps in class; academic dishonesty; excessive unexcused absences.

Service Learning: The teacher will offer at least 5 hours of Service Learning to extend lessons into service to the community-at-large. Participation is optional and will not affect academic grades. However, it is a law that all students must graduate with 75 hours of service learning. Students should begin earning hours beginning their Freshmen year and therefore, participation is highly encouraged.

Scope and Sequence: This course follows the scope and sequence as prescribed by the Guam Department of Education Curriculum Office. The World Geography standards as well as the Literacy Standards for the Common Core State Standards will be taught throughout the school year. The CCSS Literacy Standards can be accessed at <http://www.corestandards.org/ELA-Literacy/RH/9-10/>. Below is a list of the World Geography standards and the quarter in which they will be covered.

Guam Department of Education World Geography Standards		Qrt.
WG.1.1	Analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.	2
WG.2.1	Apply and synthesize key concepts, such as chronology, change, conflict, and complexity.	2, 3
WG.2.2	Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.	2, 3
WG.2.3	Make inferences and draw conclusions about characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade. <i>EXAMPLE(S)</i> Bosnia, Northern Ireland	2, 3
WG.2.4	Evaluate the impact of significant individuals or groups from selected societies, past and present.	2
WG.2.5	Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.	3
WG.3.1	Analyze maps, globes, satellite images, photographs, or diagrams using the following: <ul style="list-style-type: none"> • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps 	1, 3


WG.3.2	Analyze how selected physical and ecological processes shape the Earth's surface, including the following: <ul style="list-style-type: none"> How regional climatic patterns and weather phenomena affect people and places How humans influence the environment and are influenced by it How technology affects one's ability to modify the environment and adapt to it 	1
WG.3.3	Apply the concept of region to distinguish the following: <ul style="list-style-type: none"> How characteristics of regions have led to regional labels How regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants How cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions 	1
WG.3.4	Analyze physical, economic, and cultural characteristics of world regions. <i>EXAMPLE(S):</i> Latin America and the Caribbean, Europe, Canada and the U.S., North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, Antarctica	1
WG.3.5	Evaluate the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.	1
WG.3.6	Sequence the patterns of urban development, including the following: <ul style="list-style-type: none"> The concepts of site and situation to major cities in each region How the functions of towns and cities have changed over time 	1
WG.3.7	Evaluate the unique influence of urban areas and some challenges they face.	1
WG.3.8	Analyze problems and make decisions using geographical knowledge, skills, and perspectives in order to interpret the past, understand the present, and plan for the future.	1
WG.4.1	Explain how the forces of conflict and cooperation affect the division and control of the Earth's surface, including the following: <ul style="list-style-type: none"> The reasons for the creation of different political divisions Ways cooperation among political jurisdictions is used to solve problems and settle disputes 	3
WG.5.1	Categorize the types of natural, human, and capital resources and explain their significance, including the following: <ul style="list-style-type: none"> Their influence on patterns of economic activity and land use Different perspectives and consequences regarding the use of resources 	3, 4
WG.5.2	Compare and contrast developed and developing countries and relate their level of economic development to their standard of living and quality of life.	4
WG.5.3	Discuss the advantages and disadvantages of economic interdependence, including the formation of economic unions.	4

Student Media Consent and Release Form: (Submission and tracking done by Ms. Palomo- English Teacher)

Parent-School Partnership: I look forward to working together to help your child acquire the knowledge and skills for this course. Please review this World Geography syllabus with your child and sign below that you acknowledge the requirements for this course. If you have any concerns regarding your child's academic progress for my class you can contact me at 300-1870 ext. 5484

Sincerely,

Principal's Approval:


Mrs. Abad
Teacher


Signature/ Date

Acknowledgment: By signing below, I understand the requirements in this syllabus for World Geography, Mrs. Abad for SY 2015-2016. I understand that Mrs. Abad reserves the right to modify the syllabus as needed.

Student (Print): _____ Signature/Date: _____

Parent/
Guardian (Print): _____ Signature/Date: _____

Acknowledgment (same as syllabus): By signing below, I understand and acknowledge the requirements contained in this syllabus for World Geography with Mrs. Abad for SY 2015-2016 at Okkodo High School. I understand that Mrs. Abad reserves the right to modify the syllabus as needed.

Student (Print): _____ Signature/Date: _____

Parent/
Guardian (Print): _____ Signature/Date: _____

Student Information Sheet

Print Last Name: _____ First Name: _____ Middle Initial: _____

Nick Name: _____ Grade level: _____ HR Teacher: _____

Date of Birth: _____ Student Cell No: _____ Student Email: _____

Mother's/ Guardian's Name: _____ Cell No: _____

Employer/ Company Name: _____ Work No: _____

Preferred Email: _____ Home No. _____

Father's/ Guardian's Name: _____ Cell No: _____

Employer/ Company Name: _____ Work No: _____

Preferred Email: _____ Home No. _____

Mailing Address:

Emergency Contact Person & Preferred Phone No:

Medical Condition if any:

***Return this sheet to teacher**



Okkodo High School provides a respectful environment for quality
learning that builds
knowledge and skills to succeed in the 21st century.

Guam Department of Education OKKODO HIGH SCHOOL

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Dededo, Guam 96929
Tel #: 671-300-1870
Fax #: 671-635-1174



Jon Fernandez
Superintendent of Education

Begona S. Flores
Principal

STUDENT MEDIA CONSENT AND RELEASE FORM

For school year **2015-2016**, students may be highlighted in efforts to promote Okkodo High School activities and achievements. For example, students may be featured in materials to train teachers and /or increase public awareness of our schools through newspapers, radio, TV, the web, DVDs, displays, brochures, and other types of media. I, as the parent or guardian of _____

(Print Child's Name)

hereby give Okkodo High School and its employees, representatives, and authorized media organizations permission to print, photograph, and record my child for use in audio, video, film, or any other electronic, digital and printed media.

A. This is with the understanding that neither Okkodo High School nor its representatives will reproduce said photograph, interview, or likeness for any commercial value or receive monetary gain for use of any reproduction/broadcast of said photograph or likeness. I am also fully aware that I will not receive monetary compensation for my child's participation.

B. I further release and relieve Okkodo High School, employees, and other representatives from any liabilities, known or unknown, arising out of the use of this material.

.. Yes, I certify that I have, read understood and agree to the MEDIA CONSENT AND RELEASE LIABILITY statement and fully understand its terms and conditions.

.. No, I do not give OHS permission to feature my child in any media sources.

Please understand that failure to return this release form with five (5) days from the date of distribution will constitute approval of the above requests.

Date of Media Consent and

Release Form Sent: _____ Instructor(s) Name _____

(Please Print)

Name of Child: _____ Grade: _____ Period: _____

Address: _____

Parent/Guardian Name (Print): _____ Signature: _____

Date: _____

Phone Number(s):

(Home) _____

(Mobile) _____

Administrator Approval: M. Flores 8/20/15

Et: Excellence by Choice
Effectively Communicate with Others
Excellence in Academics
Embrace Cultural Diversity
Environmentally Respectful