***Welcome to World Cultures & Geography***

***Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.***

***~ Michael Palin***

**Let’s get ready to explore the globe this year! This syllabus details important class information and expectations.  If you have any further questions, please don’t hesitate to ask.**

***Contact Information***

Mrs. Wood-Sponsel, Social Studies/ELA

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***Conference Period:***

Monday, Tuesday, and Friday - 10:25-11:15 a.m.

Wednesday – 10:05-11:35 a.m.

***Course Content Info:***

This course if designed to introduce students to the study of geography. Comprehensive and organized by region, this course helps students understand the Earth’s physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

Throughout the course, students will meet the following goals:

* Examine methods used by geographers to study and compare regions, including the use of demographic data, economic indicators, maps and photographs, cultural characteristics, characteristics of government, and physical features
* Identify and locate major landforms, bodies of water, countries, and population centers
* Identify, locate, and describe the Earth’s major climate types and ecosystems.
* Analyze how physical processes change and shape the Earth’s surface.
* Investigate the characteristics of the world’s culture regions, analyze how cultural diffusion occurs, and describe the factors that can cause cultures to change.
* Examine the causes and effects of human modifications on the environment, and discuss modern environmental issues.
* Use social studies skills to access, interpret, and apply information from a variety of sources

***Grading Procedures***

The student will be evaluated through formative and summative assignments and activities. **Formative assessments (a.k.a. Daily)** include quizzes, daily work, homework, labs or rough drafts, will make up 60% of the grade.  Formative assessment helps students by giving them opportunities to make mistakes and learn from them along with immediate and positive feedback.   **Summative assessments (a.k.a. Major)** are given when students have had plenty of opportunities to master the concepts and it is time to demonstrate their level of mastery.  Tests, projects and final papers fall into this category, which will make up 40% of their overall grade.  **Re-takes:**  Students scoring below a 70% on major grades will have the opportunity to make corrections, attend tutorials if needed, and re-take the assignment.  **Students must request** tutorials, complete corrections, and schedule a re-take within a week of receiving the graded assignment.  The maximum possible score on a re-take is 75%.

***Homework Policy***

Homework assignments will provide opportunities for practice and act as an extension of class work. When appropriate, homework grades will be collected and entered into the grade book. Homework expectations and due dates will be clearly communicated, but it is the responsibility of the student to get the work completed and turned in on time.

***Late work***

Partial or missing daily assignments will have 20 points deducted the first day and 10 points deducted each day after that. For major grade, 10 points will be deducted a day for up to five days. Students will lose credit for the assignment after three days for daily grade and five days for major grades; however, the assignment is still expected to be completed.

***Character Policy***

Students will be encouraged and guided in making positive choices at all times. Academic dishonesty will be handled on a case-by-case basis. Possible consequences for cheating may include, but are not limited to, requiring an alternate assignment to be completed, parent notification, reflection activity, and office referral.

***Absences***

If a student is absent, he/she will be given the opportunity to make up the work. However, the student is responsible for getting missed assignments and clarification from the teacher. Students will have one day per number of days absent plus one extra day in order to complete make-up work. For example, if a student is absent on a Monday and Tuesday, he/she will have until Friday to complete the work.

***Electronic Devices***

Per the student handbook, a student may use a personal telecommunications device on school grounds during

non-instructional times. All personal telecommunications devices shall be set so that incoming calls, text messages, and the like do not emit audible sound. A student may use a telecommunications device to the extent authorized by a classroom teacher or administrator for instructional purposes. Telecommunications devices shall not be used to take pictures or video at any time during the school day or on school grounds, unless authorized. A staff member who discovers a student in

possession of a personal telecommunications device in violation of District policy shall confiscate the device and turn it over to a campus administrator by the end of the school day.

Students who abuse “listening” privileges will have their devices confiscated and sold on eBay.

***Snacks***

Since hungry people don’t learn well, students are allowed to bring a HEALTHY snack, such as crackers, fruit, vegetables, etc., to eat in class. Students are only allowed to drink water in the classrooms.

***Supplies Needed:***

* 2 Composition Books (1 per semester)
* Writing utensils
* 3 Glue Sticks
* Colored Pencils

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## STUDENT’S NAME (Please PRINT):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## I have read and understand the classroom policies outlined in this syllabus. I understand that I may meet with my teacher as needed to clarify any classroom, academic, or behavioral concerns.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_