

World Geography (EBG)

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.

Course Description: Using a thematic approach this course will approach World geography in a style where the many curriculum areas are connected and integrated thematically. This course introduces students to an area of study that brings together and interrelates the important elements of the physical environment of humans. Students will explore fundamental concepts, skills, and practices of human geography. Place, space, and scale serve as a framework for understanding patterns of human experience. Topics for discussion may include globalization, population and migration, culture, diffusion, political and economic systems, language, religion, gender, and ethnicity. As well as the world's geographic regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

<u>Course Expectations:</u> Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

- 1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
- 2. Use morning time and the teacher to seek help outside of class when needed.
- 3. Complete all assessments within teacher timelines.

Grading

Grading								
Academic Behavior Goals	 Collaborative goals created by the student and teacher to improve academic and personal abilities 							
Practices	 work and assignments designed to help students <u>build knowledge and skills</u> (daily work, notes, participation work) 							
Scrimmages	work and assignments designed to <u>formatively assess</u> student progress towards learning targets (quizzes, learning checks)							
Games	 assignments designed to <u>summatively assess</u> a students achievement of a learning target (tests, essays, projects) 							

Proficiency Scale								
4	3	2	1					
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations					

Course Skills:

Skill #1	Evaluating Geographical Sources
	A. I can gather and evaluate relevant sources
Skill #2	Argumentation of Geographic Concepts
	A. I can identify arguments B. I can support and defend arguments
Skill #3	Geographical Comprehension
	A. I can demonstrate social studies comprehension
Skill #4	Communication and Collaboration (not calculated in grade)
	A. I can communicate and collaborate with others

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re perform in any skill that has not yet met proficiency.

Α	В	С	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

- -Will determine grades based on student learning and growth.
- -Will not include practice and behavior in grade determination.
- -Will give all students regardless of absence an opportunity to demonstrate learning.
- -Will not include extra credit.

Course Calendar/Pacing:

August/September					October							November								
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Unit 1: Thinking Geographically			Unit 2 Population and Migration				Unit 3 Cultural Patterns and Processes													
Unit	4 P			Patt ses		and		Jnit ! ural a		d Us	e Pa	atte			nit 6 and	Use		teri	ns a	
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Unit 1: Thinking Geographically (3 weeks)	Unit 2: Population and Migration (3 weeks)	Unit 3: Cultural Patterns and Processes (2 weeks)	Unit 4: Political Patterns and Processes (1 week)	Unit 5: Agricultural and Rural Land Use Patterns and Processes (2 weeks)	Unit 6: Cities and Urban Land Use Patterns and Processes (1 week)	Unit 7: Industrial and Economic Development Patterns and Processes (2 weeks)
1. I can analyze maps and graphs for information and purpose. 2. I can gather and use different types of sources to organize the world into regions.	1. I can gather sources and use them to determine current patterns of population distribution 2. I can use current patterns of population distribution to determine quality of life and carrying capacity for different regions. 3. I can use population pyramids to assess and predict patterns in the population. 4. I can use different demographic trends to identify aging populations.	1. I can gather evidence of and evaluate different cultural elements of place for a region or location.	1.I can gather and evaluate sources of information on the structure of different existing governmental systems to identify states as either unitary or federal.	1. I can gather and evaluate sources to better understand the various elements and relationships that exist in a global supply chain.	1. I can gather sources on globalization and urbanization trends, and use these sources to predict how those trends will progress.	1. I can evaluate sources of information on various measures of social and economic development, and determine the level of development for a region.
1. I can identify and support arguments for different types of land use.	1. I can identify and argue different policies that affect populations. 2. I can create and defend a thesis statement on	1. I can identify, support, and contradict arguments of relativism and ethnocentrism . 2. I can create and defend an	1. I can create and defend an argument for the efficacy of different unitary or federal states over the other.	1. I can identify and support arguments for various different types of agricultural practices, with an emphasis on the environmental impact and	1. I can develop and support an argument on the positive and negative effects of globalization.	1.I can develop and support an argument on the topic of outsourcing and its benefits to newly industrialized countries and established

	the social, economic, and political effects of migration. 3. I can create and defend a thesis statement on the social, economic, and political effects of aging populations.	argument for how a certain place promotes centrifugal or centripetal forces of movement.		overall efficacy of those practices in participating in supply chains.		industrial powers.
Skill 3: Learni	ng Targets					
1. I can recall and differentiate between types of maps. 2. I can recall the definition of and different types of GIS. 3. I can recall and differentiate between different spatial concepts. 4. I can recall different types of HEI. 5. I can recall different types of regions.	1. I can recall physical and human factors that influence the population. 2. I can recall different demographic factors, as well as the social and cultural factors that influence them. 3. I can understand the progression of the demographic transition model. 4. I can recall the definition of migration, and differentiate between push and pull factors of migration.	1. I can define culture, and determine what constitutes a cultural trait. 2. I can define and identify centrifugal and centripetal forces of movement.	1. I can define and identify different types of political entities.	1. I can identify and define the location and characteristics of world climate zones. 2. I can differentiate between intensive and extensive farming practices. 3. I can identify and define different agricultural practices that alter the landscape	1. I can define urbanization and identify factors that influence that process. 2. I can define globalization and identify the effects of that process.	1. I can define the different economic sectors, and identify activities that belong to each. 2. I can define various measures of social and economic development, including GDP, GNP, tand GNI.
Skill 4: Learni	ng Targets (un	it goal determi	ned collaborat	ively between	teacher and st	udent)
1.I can	1.I can	1.I can	1.I can	1.I can	1.I can	1.I can

	communicate or collaborate effectively.	communicate or collaborate effectively.	communicate or collaborate effectively.	communicate or collaborate effectively.	communicate or collaborate effectively.	communicate or collaborate effectively.	communicate or collaborate effectively.	
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