

Throughout the year in World Geography we will be viewing videos from the "Globe Trekker" travel series. The videos are educational and informative, as well as a "favorite" activity of the students as they are very entertaining. They are produced and distributed by KLVX Channel 10 public broadcasting and are part of Leavitt's library. A select few videos have a PG rating due to local cultural traditions.

If for any reason you would like to preview the videos prior to your child watching them, or have any questions please contact us by email and we will set up a time for you to watch them, or answer any concerns.

Thank you for your cooperation,

World Geography Department
Mr. Albano
Mrs. Butto
Mr. Stark

Please complete the bottom of this letter and return this form with your child as soon as possible.

Student Name _____

Period _____

_____ I will allow my child to view all movies shown in World Geography.

_____ I do not wish my child to view any videos with a **PG** rating.

Parent/Guardian Signature: _____

Textbook: Glencoe: World Geography and Cultures, 2012 ISBN 978-0-07-879995-2
Price to replace textbook: \$ 60.00 Price to replace atlas: \$ 20.00

Course Description: This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course is distinguished from World Geography 8 by instructional pacing and delivery of advanced content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is a required course for all eighth grade students.

- I. Course goals: Lessons will be designed to not only include Nevada State World Geography Standards, but also **Nevada Common Core State Standards for English Language Arts & Literacy** in order to improve reading, reading comprehension, and writing skills.
 - a. To study relationships among people, places and environments.
 - b. Discover physical processes that shape ecosystems.
 - c. Explore physical and human characteristics of places and regions.
 - d. Identify human activities that create the complexity of varied and unique cultures.
 - e. Describe how humans modify the environment and how human populations are affected.
 - f. Learn to apply geography to interpret the past, understand the present, and plan for the future.
 - g. Develop critical thinking skills necessary for geographic inquiry.
 - h. Identify contributions of people and their cultures.
 - i. Explore concepts of cooperation and global responsibility
 - j. Lessons will be designed to not only include Nevada State World Geography Standards, but also Nevada Common Core State Standards for English Language Arts & Literacy.
- II. Course content and time schedule (sequential)
 - a. First Quarter: Understanding Physical Geography, Understanding the United States, Canada, and Latin America in Spatial Terms
 - b. Second Quarter: Understanding Latin America and Europe in Spatial Terms
 - c. Third Quarter: Understanding the Middle East, North Africa, and Sub-Saharan Africa in Spatial Terms
 - d. Fourth Quarter: Understanding Asia , Australia, Oceania, and Antarctica in Spatial Terms
 - e. A minimum of one DBQ project each Quarter.
- III. Course activities
 - a. Assessments:
 - i. Approximately three (3) per quarter following a major unit.
 - ii. Cheating on a quiz/test and or disrupting the testing environment will result in an **automatic zero** for the quiz or test.
 - iii. No talking or other distractions will be allowed during the assessment period!
 - b. Assignments: CNN Student News with questions, class work, review concepts, preparing projects, studying for tests/quizzes.
 - c. Homework:
 - i. If the students does NOT complete work during class then it is considered homework. All other work is given as needed for practice.
 - d. Quarterly Project:
 - i. Students may be assigned at least one major project each quarter.Students will receive at least two weeks notification of the assignment and its due date.
- IV. Curricular programs: Students will be using technology to create, describe and teach throughout the school year. Some activities will require work to be done at home. Many activities will be done as a group and each member will have a specified task to complete. Their contribution is important for the group and their learning of the required content.

V. Evaluation

- i. Criteria for arriving at students grades - Participation/contribution/attendance
- ii. Homework/in-class assignments
- iii. Test/quizzes
- iv. Special projects
 1. Category percentages determining grades are as follows:
 - a. Tests/ Quizzes/ Assessments/Projects = 70%
 - b. Classwork = 30%
- b. Semester exams will be worth 20% of the SEMESTER grade
 - i. Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
- c. Explanation of student grades
 - i. A 100 – 90%
 - ii. B 89 – 80%
 - iii. C 79 – 70%
 - iv. D 69 – 60%
 - v. F 59 and below
- d. How and when students will be advised of their grades
 - i. Parents and students are urged to check the Infinite Campus Portal for grades regularly.
 - ii. Progress Reports are distributed after 5th week of each quarter along with required parent signature sheets
- e. Citizenship/behavior expectations
 - i. Citizenship is taken very seriously here at Leavitt Middle School. Teachers expect the very best from their students every day. Students are expected to bring supplies to class, pay attention, stay on task, talk when appropriate, be respectful to all teachers and students, avoid nuisance items, such as cell phones and toys, and to not chew gum or eat in class. Students who cannot work within these expectations will have points deducted from their citizenship grades. Other actions which disrupt the learning environment of the classroom or other students will also be documented and points will be lost.
 - ii. Below is the scale for citizenship. All reports of misconduct will be documented in the teachers' grade book. This way, both the students and parents will be able to check Infinite Campus Portal to see what his or her current citizenship grade is, and why points have been lost.
 - 0-2- Outstanding
 - 3-5 -Satisfactory
 - 6-8 -Needs Improvement
 - 9 or more- Unsatisfactory
 - iii. Once the behavior has been noted, the citizenship grade will not be changed due to better behavior for the remainder of the grading period.

Late Work policy – **If a students does not complete any assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.**

Test retake policy – **A student may only retake a test if 1) all assignments have been turned in 2) the student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter.**

VI. School-Wide Rules

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. ♦Keep your eyes on the target. ♦

VII. TARDY POLICY – Progressive Steps

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6th Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7th Tardy – IHS/parent and student meet with the principal

VIII. BEHAVIOR- Progressive Discipline

- a. 1st Incident – Verbal warning
- b. 2nd Incident - Parent contact by teacher
- c. 3rd Incident – Written contact to parent
- d. 4th Incident – Counselor referral
- e. 5th Incident – Deans' referral

IX. Supplies needed for this course

- a. 1 composition notebook
- b. Pencil and replenished as needed by the student
- c. A highlighter (any color)
- d. 2 pens (red and black) for grading/ labeling and replenished as needed by the student

X. Utilizing technology to learn – At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district's Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

XI. Teacher's hours of availability

- a. Teachers are available from 8:30 – 9:00 a.m. and 3:21 - 3:41 p.m. Monday thru Friday by appointment. You can also contact teachers through e-mail. I can be reached at buttoaf@nv.ccsd.net.
- b. Please check Google Classroom for announcements, assignments, and additional resources including the link for the online textbook.