

Human Geography with Mr. Radcliff & Mr. Taylor

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<https://calendly.com/radcliff/zoommeeting>

Our Goal:

Welcome to Human Geography. Our goal is for students to use a spatial perspective, the five themes of geography (location, place, human-environment interaction, movement & regions), and concepts (scale, change, pattern/association, and interconnections) to study population and the human systems of politics, economics, and culture (including religion & language). We will also focus on digital forensics and identifying bias. This will produce students who think of themselves as global citizens with a three-dimensional view of the diverse societies of the world. To put simply, students will leave this class being able to think more critically in a world that is bombarding them with information.

General Class Rules & Expectations:

Rules:

1. Respect each other
2. Don't let technology become a distraction
3. Make an effort for your own personal growth

Expectations:

1. Keep your mind open to new ideas
2. Collaborate and share your ideas
3. Bring what you need

Communication & Contact

Communication is the key to success. I encourage constant dialogue between students, parents, and myself. I prefer electronic communication, as we can respond to each other at our earliest convenience. With that said, feel free to contact me at any of the methods listed at the top of the page.

For up to date grade info, visit **Infinite Campus** at ic.d214.org.

Units

- | | |
|------------------------|--|
| 1. Fundamentals | 4. Population & Migration |
| 2. Culture & Identity | 5. Economic Development (Agriculture & Industry) |
| 3. Political Geography | 6. Urbanization |

Grading

- | | | |
|--------------|-------------|--------------------|
| • A: 90-100% | • D: 60-69% | • Formative – 40% |
| • B: 80-89% | • F: 0-59% | • Summative – 50% |
| • C: 70%-79% | | • Final Exam – 10% |

Signature

**For added interest and student engagement, I may use video clips from commercial and basic cable television, and/or excerpts from current periodicals and/or articles from local or national newspapers to explain or illustrate theoretical concepts or highlight topics without specific notice. Sources include but are not limited to the Smithsonian Channel, major news networks, major television networks, NPR, PBS, and the like. By signing this, you give permission for your student to participate in these activities. Please contact me if you have any questions or objections.*

Student Name: _____

Parent Name: _____

Student Signature: _____

Parent Signature: _____

E-Mail Address or Phone Number: _____