

Global Studies

Zoo Academy

Omaha Public Schools/Papillion La Vista Community Schools

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Schoology Access Code:
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Term: Spring 2017
Meeting Time: 1A (7:30-9:15), 3A (11:45-1:00), 3B (11:45-1:00)



I. **Class Description:**

Global Studies is a holistic approach to look at the environmental and human factors that are impacting the planet. By combining elements from Environmental Science, Political Science, and Geography, with current events we will examine the ways humans are impacting the planet, and the effects that it is having. A particular emphasis will be placed on the United States Government's role, and the role of organizations within the United States, to address the issues. The class will begin with a survey of the field of International Relations before moving into an examination of current Humanitarian and Environmental Issues. The last part of the course will focus on the conservation efforts that are being undertaken and how civic participation in this efforts can be encouraged.

II. **Content Objectives:**

- a. Explain the local and global impact of an environmental or social issue.
- b. Analyze data using information gathered from reputable sources.
- c. Compare the various ways organizations (zoos, conservation NGOs) around the world handle species management programs.
- d. Understand how zoos and companies import/export plants, animals, and minerals from around the world.
- e. Formulate ideas and solutions for and about environmental and social issues.
- f. Compose logical arguments regarding various political issues.
- g. Connect local and global issues to analyze regional effects.

III. **Readings and Study Materials:**

Select Reading and Resources will be assigned throughout the course of the semester

IV. **Unit Overviews:**

- a. Unit I – International Actors (4 Weeks)

This introductory unit will have students examine the basic economic, social, and political institutions that International Politics and International Relations are built around. The different focus will be on local, national, and global institutions and the roles they have on affecting humanitarian and ecological issues.

b. Unit II – Humanitarian Issues (4 Weeks)

The second unit of study will focus on the relationships between states, groups, and individuals on a global level. The primary focus of this unit will be to introduce students to different issues that humans deal with outside of the United States. When possible these issues will be tied back to the United States to help show how issues abroad can have a local impact.

c. Unit III – Environmental Issues (6 Weeks)

In Unit III students will be examining major ecological issues facing the planet. Just like with Unit II the focus will be on issues outside the United States, or that potentially impact the planet as a whole, and then making those connections back to a local scale.

d. Unit IV – Conservation and Protection (6 Weeks)

In this last unit students will be examining specific issues, and specific biomes. A particular interest will be placed on how local organizations, such as local government and NGOs (particularly zoos and conservation groups) play a role in international relations.

*This schedule is tentative and subject to change

V. **Omaha Public Schools Evaluation**

Omaha Public Schools students' coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric.

A final score for each reporting topic/standard will be determined using a trend score. A trend score looks at the progression of learning throughout the unit of study or the course and puts greater emphasis on the increased achievement at the end of learning. All coursework and assessments are important for student learning and should be completed to provide evidence of learning. If multiple assignments or major assessments (final exam) are not completed, zeros will be given and the grade for the topic/standard will be determined by averaging.

At the end of a grading period, trended scores for each reporting topic/standard will be averaged using assigned folder weights. This weighted average is converted to a letter grade using this grading scale for the 2016-2017 school year.

Proficiency scales for this course are available upon request (teacher will identify location such as parent portal, teacher website, attached, etc.)

VI. **Grading Procedures**

- a. Redoing/Revising Coursework: Students are allowed redos and revisions of coursework for full credit during that unit of study. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.
- b. Late Coursework: Students are expected to complete missing coursework. Late coursework is accepted for full credit until the end of the unit. Once late coursework is turned in, the zero will be replaced with the score earned by the student. Late work completed during the unit of study will not result in a reduction in grade. Work that is not turned in during the unit of study will receive a score of zero.

Missing Coursework: Work not turned in at all will receive a score of M. An M is weighted the same as a zero in the gradebook. Students have until the end of the unit to hand in any missing assignments. Accommodations due to extended illnesses are to be arranged with the teacher.

VII. Grading Scales

Omaha Public Schools	Papillion La Vista Community Schools
A = 3.51 – 4.00	A = 100% - 90%
A- = 3.01 – 3.50	B = 89% - 80%
B = 2.51 – 3.00	C = 79% - 70%
B- =2.01 – 2.50	D = 69% – 60%
C = 1.51 – 2.00	F = 59% - 0%
D = 0.76 - 1.50	
F = 0.00 – 0.75	

VIII. Course Requirements

- a. Daily Warm-Ups: Each day of the class students will be required to do daily warm-up questions from the class forum that can be found at the bottom of the course website or by using the following link <http://www.mrtredinnick.com/global-studies-forum>. These daily forums will have questions to help connect the materials that will be covered in the day’s lesson to the students’ own personal pre-conceptions or ideas.
- b. Assignments: All assignments can be completed and handed in a variety of ways. They be completed by printing off the assignments from the course website and handing in physical copies to the teacher. Students can complete assignments and submit them digitally using the assignment form at the bottom of the course website. Or students can see the teacher for physical copies of the assignments that can then be handed in physically or digitally.
- c. Tests/Quizzes: Students will have the option of completing tests and quizzes either on Schoology or in-person tests that can be arranged with the instructor. Tests can only be completed in a limited timeframe. If there is a conflict for the student then an alternate arrangement for when the test will be taken needs to be arranged with the instructor before the test window opens. If a student is unable to complete the test during the testing window due to illness or other factors it is the student’s responsibility to communicate with the instructor to come up with alternate arrangements for the test.

IX. Academic Dishonesty/Cheating

Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

X. Assessments and Weights

Assessment Type	Category Weight (%) OPS/PAPLV
Summative Assessment: assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, an oral report with a power point, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards.	65% / 70%
Formative Assessment: assessments/assignments are done for learning. They are minor assignments, (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for	35% / 30%

accuracy and descriptive feedback is provided. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work is at the student's instructional level and/or grade level standards.

Multipliers: All assignments will be the standard x1 multiplier unless otherwise stated. Assignments will be listed in the gradebook with labeling as either a formative or summative assignment, and any special multiplier will be explained in the explanation of the assignment. All end of unit examinations will be counted as a Summative Assessment with a x2 multiplier.

XI. Targeted Learning Standards

Government

1. SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
 - a. SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)
 - b. SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)
2. SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
 - a. SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)
 - b. SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue

Geography

1. SS 12.3.3 Students will interpret how natural processes interact to create the natural environment
 - a. SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)
 - b. SS 12.3.3.d Identify and explain global ocean and atmospheric systems
 - c. SS 12.3.3.e Compare and contrast world climate regions
2. SS 12.3.4 Students will analyze and interpret patterns of culture around the world
 - a. SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)
 - b. SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)
 - c. SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)
 - d. SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.
3. SS 12.3.5 Students will evaluate interrelationships between people and the environment.
 - a. SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes
 - b. SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use)

practices, the use of technology to overcome climate, terrain, distances, and resource availability)

- c. SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)
- d. SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)
- e. SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)