**Minnesota Virtual Academy Online Syllabus for**

***HST 213 Geography***



**Course Instructor and Communications**

**Name: Kelsey Glebke**

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**Class Connect times: 9am (see individual schedule for days)**

**Teacher Contact Time:**

Class Connect sessions are designed as a way to provide instructional, academic, and social support to our students. These sessions are provided as a way to tie the lessons within the Online Learning System, USATest Prep, and the MN standards together to improve student achievement. Class Connects sessions are conducted via Blackboard. The times scheduled for Class Connects is listed above.

***Attendance for Class Connect sessions is mandatory.  Attendance is recorded by attending class live or by watching the recording and submitting the required documentation to your teacher.***

The instructor will also respond to students within 24 hours on scheduled school days, Monday through Friday, unless the teacher has previously notified their students that they will be unavailable for a period of time. Non-verbal communication is the primary communication platform for MNVA-High School teachers, students, Learning Coach, and administration. Often, the information is time-sensitive and many items require a specific response. The majority of communications to MNVA-High School students will be sent via school email. However, teachers might use Skype or phone calls to contact students if that method is preferred.

Major projects or research papers submitted by the students will be processed and graded within a week.

**Student-to-Teacher Communications:**

Students may contact the teacher using the following methods:

***Skype Username: kglebke***

***Phone:* (507) 494-8554**

***E-mail:* Kglebke@mnva.org**

**Student Attendance Expectations**

**Attendance Policy**

The Minnesota Virtual Academy school year is 174 days in length and students should participate 6 hours a day for 5 days a week. The overall attendance should equate to 6 hours daily; the daily online lessons would be a large portion of this overall time. Daily, teachers will verify the attendance hours and active participation in the course and document additional attendance hours spent in curricular activities outside D2L to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily; the D2L hours would be a large portion of this overall time. For students who do not demonstrate adequate attendance hours and active participation in their course, teachers will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted. For students who do not show improved attendance hours and active participation in their course, teachers, advisors, and administration will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted.

**Absences**

Under Minnesota Compulsory Attendance law, children ages 7 – 18 must go to school every day. Children under age seven who are enrolled in kindergarten or a higher grade are also subject to the law. A student is considered absent if they miss 1 or more hours of a school day. ***Students are expected to participate in all classes assigned each day.*** Missing a class period, which generally fills one hour of school, will be reported as an unexcused absence, unless it meets the requirements for excused absences and the school has been notified in advance. **A school day is comprised of the following, and missing any of these will result in an absence for the day:**

a. The scheduled online lessons in the D2L

b. D2L lessons, equaling approximately 6 hours of school work (for full-time students) must be complete in the D2L (Minn. Stat. §120A.41)

c. Ideally students will complete each subject on a daily basis, or as scheduled weekly

within the default settings. If students wish to modify their assigned schedules, this

may be done if it is agreed upon by their assigned classroom teacher(s) involved in the modified schedule;

d. Online work must be verifiable. Work is verified by completing both online and offline

activities, assignments, and assessments. If online work should ever need verification

for authenticity, students and/or learning coaches must submit all paper copies of said activities, assignments and/or assessments to their assigned homeroom teacher by the due date given;

f. The scheduled direct service instruction provided by a special education teacher, English Learner teacher or other specialist, as outlined in the student’s service agreement.

**Recording Attendance**

Good attendance is essential for school achievement and success**. If your child is ill or has a valid excuse for the absence, you must notify the school by reporting it on our online e-form, posted on our school website and made available through the school advisors and homeroom teachers.** Teachers are solely responsible for reporting unexcused absences. Daily, teachers will verify the attendance hours reported in D2L by reviewing the time spent on completed lessons and will document additional attendance hours spent in curricular activities outside the D2L platform to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily. For students who do not demonstrate adequate attendance hours and active participation in their coursework, unexcused absences will be reported for that day.

**Excused and Unexcused Absences**

**Parents or legal guardians must report all student’s absences to the attendance e-form prior to the student absences. Absences may be excused because of illness, religious observance or instruction, family emergency, funeral and bereavement, or for medical, dental, orthodontic or counseling appointments. All other absences are presumed to be unexcused (Minn. Stat. 120A.22, Subd. 12). Excessive excused absences for medical reasons may require doctor’s verification of the absences.**

If a student is having attendance or academic concerns, a meeting may be scheduled to discuss the situation. The school or the parents/guardians can request this meeting. Possible solutions might include: the child’s participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to Class Connects and attending virtual classes for one day, or referral of the child to alternative educational programs and services available in the district. If the school mandates that the student is to attend a virtual all-day work session (i.e. complete work in Black Board Collaborate under the supervision of teachers who can monitor and assist the student) and the student does not attend, it will be counted as an unexcused absence.

**Truancy**

A student who has missed three or more class periods for three or more days is considered a “continuing truant” under the law (Minn. Stat. §260A.02, Subd. 3). A student who is absent for one or more class periods for seven school days or more is considered an “habitual truant” under the law (Minn. Stat. §260C.007, Subd. 19. A parent or guardian must compel the attendance of a child at school pursuant to Minn. Stat. §120A.22. Failure to meet this obligation may result in legal action. In cases of habitual truancy, both a parent and child may be subject to juvenile court proceedings, if deemed necessary by the child’s resident county. If the child is referred to juvenile court for truancy (applicable to children age twelve and over), the child may be subject to a variety of court-ordered dispositions, including suspension, restriction or delay of the child’s driving privileges, pursuant to Minn. Stat. §260C.201.

If a student is having attendance concerns, parents may schedule a meeting with appropriate school personnel to discuss solutions to a child’s truancy. Possible solutions might include: the child’s

participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to school and attending classes for one day, or referral of the child to alternative educational programs and services available in the district.

**Vacations and Extended Breaks**

Families wishing to take vacations or extended breaks during the school year must notify either their student’s grade level advisor or homeroom teacher of the absences prior to the vacation. **Extended breaks must have approval from the Administration if the vacation is planned for more than three days.** Failure to notify the school personal in advance of the absence will result in the day(s) being marked as unexcused absences and subject to all Minnesota school attendance laws.

**School Closings**

Because MNVA is a virtual school, we are not subject to school closings due to inclement weather. Students are expected to log in and participate in their daily classroom schedule, even when Houston Public School’s traditional sites are closed.

**Academic Support Available**

Each student, in addition to the availability of scheduling one-on-one sessions with the instructor, have a homeroom teacher and counselor assigned to offer assistance.   The homeroom teacher will be monitoring individual class attendance, work with their homeroom students to complete the PLP (personalized learning plan) and checking in with their student to provide support in terms of academics and any school related issues.  The counselors serve to ensure the student is enrolled in the necessary coursework, both for graduation requirements and preparation for pursuits beyond high school.

Technical Support Available:

If a student is using his/her home computer, the student is responsible for computer hardware and software issues. If a technical need arises in regards to course material or a course CD, the student should contact K12 Technical Support at (866) 512-2273 and the technical support staff will assist him/her with the issue. If an MNVA-HS student is experiencing difficulties with an MNVA-HS-supplied computer, the student should contact K12 Technical Support immediately at (866) 512-2273 so the repair can begin promptly. The student should contact his/her teachers and the MNVA-HS office toll-free at (866) 215-2292 option 4 if he/she is experiencing technical issues.

**Communications with Resident District for Part-time Students:**

**Format and Frequency of Reports:**

The Lead Academic Advisor faxes grades at mid-semester and the end of the semester to the local school contact person, the parent and the student. If requested by the enrolling district, progress reports are faxed on a more regular basis.

**Format and Frequency of Communication:**

The Lead Academic Advisor phones or emails the enrolling district if any of the following issues arise:

Plagiarism

Lack of Attendance

Lack of Progress toward Course Completion

Compliance requirements due to 504 Plans or IEPs.

**Final Grades and Submission:**

The Lead Academic Advisor faxes final grades within 10 days of the end of the semester unless the enrolling district has requested the grades earlier.

**Required Texts and / or educational materials:**

**No textbook, material will be given electronically in the course.**

**Last day to submit work for Units 1-2: Friday, November 2, 2018**

**Last day to submit work for Units 3-5: Friday, January 11, 2019**

**Final Project due date: Thursday, January 17, 2019 at 3 p.m.**

**Extra credit opportunities may be available throughout the semester.**

**Course Outline**

**Course Name: HST 213 Geography**

**Course Credits: .5**

**Course Prerequisites: None**

**Course Description:**

This Geography course will examine a broad range of geographical perspectives covering all the major regions of the world. Each region will be reviewed in a similar structure for students to more clearly see the similarities and differences between each region. Specifically, the course will explore where each region is located along with its physical characteristics, including absolute and relative location, climate, and significant geographical features. The exploration will then continue to look at each region from a cultural, economic, and political perspective, closely examining the human impact on each region from these perspectives as well as how human activities impact the environments of the region.

**Topic Outline:**

**Unit 1: Introduction to Geography**

**Unit 2: North America**

**Unit 3: Central America**

**Unit 4: South America**

**Unit 5: Western Europe**

**Course Goals and Objectives:**

* Demonstrate an understanding of geography and its definition.
* Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America.
* Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in Central America.
* Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in South America.
* Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in Western Europe.

**Minimum Technical Requirements:**

Students may use either a Mac or PC with the following capabilities:

 Speed: 1.8 GHz or better

 RAM: 512 MB (minimum)

 Disk space: 20 GB or more

 CD-ROM or DVD drive

 Monitor: 15-inch flat panel

 Audio: 16-bit sound card

 Modem: 56 kbps (minimum)

 Microphone and speakers

 Operating system: Windows XP SP2 or better

 Microsoft® Internet Explorer version 6.0

 Adobe® Reader®

 Macromedia Flash™

 Shockwave™

 QuickTime®

Students are expected to be competent in using current technology appropriate for this class. Such technology may include word processing, spreadsheet, and presentation software. Ability to use the Internet and e-mail, download files from e-mails and the Internet, and attach files to e-mails and upload files is also required.

**Assessment of Student Work**

**Grading**

During online courses, students will receive grades for homework assignments, quizzes, tests, projects, participation and other activities. **Students will be able to see their grades at any time by going to their grade books.** If students have questions about grading procedures, they should contact their instructors. ***Students are required to save their work throughout the semester.*** By saving their work, students will be able to retrieve any assignments in question and review them with their teachers in the event of a dispute or question over a grade.

MNVA-HS Grading Scale

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 93-100 = A | 4.0 | 83-86 = B | 3.0 | 73-76 = C | 2.0 | 63-66 = D | 1.0 |
| 90-92 = A- | 3.7 | 80-82 = B- | 2.7 | 70-72 = C- | 1.7 | 60-62 = D- | 0.7 |
| 87-89 = B+ | 3.3 | 77-79 = C+ | 2.3 | 67-69 = D+ | 1.3 | 0-59 = F | 0 |

**Policy for Late or Missing Assignments:**

Per the MNVA Social Studies Department policy, late work is accepted with a maximum of 20% late work deduction. The specific deduction and time allowed is up to the discretion of the individual teacher.

your teacher for their specific policy.

**Policy for Late or Missing Assignments:**

* Zeros are entered as grades for every assignment not received on the Friday of the week it is due in order to notify learning coaches of current progress.
* If extenuating circumstances prevent you from completing work before a unit deadline, please contact your teacher in advance. The late policy may be adjusted on a case by case basis at the discretion of the teacher. Students with IEPs and 504 Plans may be subject to a different policy as stated in their IEP or 504.
* Discussion Boards will close at the end of that unit.  Once a discussion board is closed you cannot earn back points.
* Teacher graded assignments are due on the day they are due in the Class Plan.  You will be expected to finish each unit by the unit deadline, unless an extension has been granted *in advance*.
* All assignments and quizzes may be submitted after their due dates for partial credit; the exception is discussions. Discussions are due on the last day of each Unit. *No discussion posts made after the Unit deadline will receive credit.*
* Students with IEPs and 504 Plans may be subject to a different policy as stated in their IEP or 504.

Any requests for extensions at the end of the semester must be made to the teacher in writing *on or before* January 11, 2019.  These requests will only be granted in extreme extenuating circumstances and are subject to teacher discretion and/or school policy.

**Policy for Addressing Academic Dishonesty:**

If a student is found plagiarizing or cheating, disciplinary action will be taken. The student will be notified by the teacher regarding the plagiarism. The teacher will also send notification of the plagiarism to the MNVA-HS office to be placed in the student’s file.

* **First offense:** the student will be required to redo the assignment. Based on the teacher’s syllabus, the student’s grade will reflect a reduction of points for the plagiarized assignment.
* **Second offense:** the teacher will notify the student and his/her learning coach and arrange a meeting to discuss plagiarism and establish a system to ensure the behavior stops. The student will receive a zero on the assignment or be asked to redo it for partial credit.
* **Third offense:** a meeting will be called between the student, learning coach, teacher, advisor and administrator to address the recurrent plagiarism and discuss an academic plan to correct the problem and increase the student’s understanding of academic integrity.

Repeated offenses may result in the recommendation that the student be removed from the course. Removal from a course is subject to authorization by administration and, where necessary, will result in a failing grade in the course for the semester.

**Minnesota Academic Standards Alignment**

The HST 213 class aligns with the elements of the Minnesota Academic Standards of Citizenship and Government.

A complete list of alignments can be found at <https://mnva.k12.mn.us/page/2717>

***Grading Information***

**Grading Summary for Geography**

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | # of Tasks | Points | % of Total |
| Discussions | 4 | 80 | 4% |
| Assignments | 12 | 650 | 34% |
| Quizzes | 20 | 600 | 31% |
| Exams | 5 | 500 | 26% |
| Semester Final Exam | 1 | 100 | 5% |
| Total | 41 | 1930 | 100% |

**Discussions**

Discussions are 10 or 20 points and are listed in the schedule as being split between a Part 1 and a Part 2.

**Part 1** is your initial post about the questions in the Discussion. This post should address the question(s) in the Discussion description, in *at least* 5 sentences.

**Part 2** is your responses to 2 peers’ discussion posts. Each response should be *at least* 3 sentences each and address what the person wrote, ask further questions, comment or build on their writing, etc.

In general, each Part will be judged out of half of the points. For example, for a 10 point discussion board, if you only make a quality, original post, you will receive 5 points; or, if you only make 2 quality responses to peers, you will receive 5 points.

Use the rubric below for additional information to guide your writing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A (9-10 points) | B (8 points) | C (7 points) | D (6 points) | Not Passing (5 points or lower) |
| Timeliness of Posts | Postings are made early (in time for others to read and respond) and continue throughout the discussion. | Postings are made within the timeframe listed on the Plan. | Postings tend to not be made in time for others to read and respond **or** do not continue throughout the discussion. | Postings are not made in time for others to read and respond **and** do not continue throughout the discussion. | Neither postings **nor** replies were made at any point. |
| Discussion Engagement and Application | Unique postings address the content covered in the course thus far. Postings also make original connections to real-life situations. | Postings make connections to previous or current content or to real life situations, but the connections are not clear or too obvious. | Postings make limited, if any, connections, and those are often cast in the form of vague generalities. | Postings make no real connections. Postings are merely vague agreement or disagreement. | Postings make no connections and may be completely off topic. |
| Content of Posting | Overall, the postings are rich in content and deliver information that is full of thought, insight, and analysis. | Overall, the postings deliver information that shows that thought, insight, or analysis have taken place. | Overall, the postings are generally competent, but the actual information they deliver seems thin and commonplace. | Overall, the postings are basic and lack meaning; there is no evidence of insight or analysis. | Overall, the postings contribute no new ideas or applications. |
| Inclusion of Unit Vocabulary | Three or more pertinent vocabulary words from the course content were used accurately and eloquently and provided examples using the words within the postings. | At least three or more pertinent vocabulary words from the course content were used accurately within the postings. | Less than three pertinent vocabulary words from the course content were used accurately within the postings. | Less than three vocabulary words from the course content were used within the postings, but lacked full accuracy in context. | The vocabulary words were either not used or were not accurately used in context. |
| Quantity and Peer Replies | Constructive feedback provided to two original posts. Feedback was very detailed, creative, and thoughtful. | Constructive feedback provided to two original posts. | One to two replies with only limited engagement or constructive feedback. More engagement with the conversation is needed. | No replies **or** only posts without constructive feedback. | No replies **and** only posts without constructive feedback. |

**Due Date Calendar for Student Use**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **Type - Assignment Name** | **Point Value** | **Due Date** | **Date Completed** |
| **1.02** | **Quiz - Welcome to Geography** | **30** | **T 9/11/2018** |  |
| **1.02** | **1.02 Discussion** | **20** | **1 F 9/7/2018**  **2. M 9/10/2018** |  |
| **1.03** | **USA Demographics Assignment** | **50** | **Th 9/13/2018** |  |
| **1.03** | **Quiz - Locating Our Place in Space** | **30** | **M 9/17/2018** |  |
| **1.04** | **Quiz - Physical Attributes of Earth’s Landscape** | **30** | **W 9/19/2018** |  |
| **1.05** | **Graded Assignment - Natural Resources** | **50** | **M 9/24/2018** |  |
| **1.05** | **Quiz - Human Impact** | **30** | **T 9/25/2018** |  |
| **1.06** | **Unit Exam** | **100** | **F 9/28/2018** |  |
| **Unit 1 Deadline -- Friday, September 28** | | | | |
| **2.02** | **Quiz - Where is North America?** | **30** | **T 10/2/2018** |  |
| **2.03** | **2.03 Graded Assignment** | **80** | **F 10/5/2018** |  |
| **2.03** | **Quiz - Physical Characteristics and System of North America** | **30** | **M 10/8/2018** |  |
| **2.04** | **Discussion - Pros and Cons of NAFTA** | **20** | **1. T 10/9/2018**  **2. Th 10/11/2018** |  |
| **2.05** | **Quiz - Human Impact on the Environment** | **30** | **F 10/12/2018** |  |
| **2.06** | **Graded Assignment - Immigration in Mexico and Canada** | **50** | **W 10/17/2018** |  |
| **2.06** | **Unit Exam** | **100** | **M 10/22/2018** |  |
| **Unit 2 Deadline -- Monday, October 22** | | | | |
| **3.02** | **Quiz - Where is Central America?** | **30** | **Th 10/25/2018** |  |
| **3.03** | **Quiz - Physical Characteristics and Processes of Central America** | **30** | **M 10/29/2018** |  |
| **3.04** | **Discussion - Fair Trade** | **20** | **1. T 10/30/2018**  **2. Th 11/1/2018** |  |
| **3.04** | **Quiz - People and Culture of Central America** | **30** | **Th 11/1/2018** |  |
| **1st Quarter Deadline - No Work from Units 1 and 2 accepted after Friday, November 2** | | | | |
| **3.05** | **Quiz - Human Impact on the Central American Environment** | **30** | **M 11/5/2018** |  |
| **3.06** | **3.06 Graded Assignment** | **50** | **Th 11/8/2018** |  |
| **3.06** | **Unit Exam** | **100** | **W 11/14/2018** |  |
| **Unit 3 Deadline -- Wednesday, November 14** | | | | |
| **4.02** | **4.02 Graded Assignment** | **50** | **W 11/21/2018** |  |
| **4.02** | **Quiz - Where is South America?** | **30** | **M 11/26/2018** |  |
| **4.03** | **Quiz - Physical Systems and Processes of South America** | **30** | **T 11/27/2018** |  |
| **4.04** | **Discussion - The Peace Corps in Paraguay** | **20** | **1. Th 11/29/2018**  **2. F 11/30/2018** |  |
| **4.04** | **Quiz - People and Culture of South America** | **30** | **F 11/30/2018** |  |
| **4.05** | **Quiz - Human Impact on the Environment of S. America** | **30** | **Tu 12/4/2018** |  |
| **4.06** | **4.06 Graded Assignment** | **50** | **F 12/7/2018** |  |
| **4.06** | **Unit Exam** | **100** | **T 12/11/2018** |  |
| **Unit 4 Deadline -- Tuesday, December 11** | | | | |
| **5.02** | **Quiz - Where is Western Europe?** | **30** | **F 12/14/2018** |  |
| **5.03** | **Quiz - Physical Systems and Processes of Western Europe** | **30** | **T 12/18/2018** |  |
| **5.04** | **5.04 Graded Assignment** | **30** | **Th 12/20/2018** |  |
| **5.04** | **Quiz - People and Culture of Western Europe** | **30** | **F 12/21/2018** |  |
| **5.05** | **Discussion - Genetic Engineering** | **20** | **1. W 1/2/2019**  **2. F 1/4/2019** |  |
| **5.05** | **Quiz - Human Impact on the Environment of Western Europe** | **30** | **Th 1/3/2019** |  |
| **5.06** | **5.06 Graded Assignment - European Union** | **50** | **T 1/8/2019** |  |
| **5.06** | **Unit Exam** | **100** | **W 1/9/2019** |  |
| **Unit 5 Deadline -- Wednesday, January 9** | | | | |
| **2nd Quarter Deadline - No Work from Units 3, 4 and 5 accepted after Friday, January 11** | | | | |
|  | **Final Project** | **100** | **Th 1/17/2019** |  |