Syllabus Outline for an Online Unit of Instruction

Template	Self-Check

Course Information	**I'm glad you're here!** Welcome to Mrs. Stephenson's Middle Years Programme (MYP) Year 3 (8th Grade) Individuals and Societies Geography Class! This MYP Unit of Inquiry (UoI) is taught completely online for the next four weeks. **What will I be studying in this UoI?** International Forced Migration **How will I get information?** We will be using our MYP Year 3 Geography class Google Site in for all of our instruction materials. (Click here for details and save into your bookmarks for future reference). You will use a page in your Personal Interactive Portfolio (PIP) Google Site to collaborate with your class, complete assignments on a connected Google Doc, document your learning experiences, upload and get feedback for your assessments. **Open all hours?** The online environment has that possibility right? But like all human's, Mrs. Stephenson needs her sleep and life away from a computer (as, might I remind you, do you!) Therefore the following office hours will apply to this course: **Office hours:** Monday – Friday: 8.15am – 4.30pm **Lunch:** I will be unavailable during 12.35am – 1.15pm daily (our normal lunchtime) **Synchronous meeting:** Weekly Google Hangout: Monday 3.15pm – 3.45pm (during regular study hall) **Response time:** Please allow for a 24-hour response time to email messages. Should you email on a Friday, expect your answer by 4.30pm Monday. **Skype:** See open Google Calendar on class website to request a time slot one full day in advance **Textbook** Your textbook is online and can by clicking here and also on our class resource page website. There will be additional links to resources posted in this space as needed.	Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?

Expected Student Audience	This course will fulfills the final of three UoI's for Year 3 International Baccalaureate (IB) MYP Individuals and Societies Geography for students at Atlanta International School, Georgia, USA. This course aligns to the objectives for assessment for International Baccalaureate MYP Individuals and Societies for Geography for Year 3. Any student that is studying MYP Individuals and Societies in an authorized IB World School can access and use the concepts for learning in this UoI for the topic of International Forced Migration.	Is the expected student audience described? (Are your students in the USA?)
Teacher Communication	**Let's talk it out!** There are sure to be questions, comments and concerns. Please note the core office hours and select one of the communication methods below should you need to contact me: **Email:** geographywee@gmail.com Please allow for a 24-hour response time to email messages. Should you email on a Friday, expect your answer by 4.30pm Monday. (This is best for general questions that can be easily answered by email like "What citation method will I use for my screencast?") **Skype:** geographywee See open Google Calendar on class website to request a time slot one full day in advance **FaceTime:** 404-467-4738 See open Google Calendar on class website to request a time slot one full day in advance **Google Hangout:** Monday 3.15pm – 3.45pm (during regular study hall)	Did you provide at least two forms of communication are included in the syllabus?

Course Description	Students in MYP Year 3 will learn about how people don't always get the choice to stay where they were born and raised resulting in a forced migration from one place to another. Sometimes, social, cultural, environmental, economic and political factors force them to move away from a place that they love – sometimes not to return! Students will investigate the general systems behind these processes, their causes and consequences for the migrant's point of origin (their home country) and point of destination (their new country").	Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?

Unit title	Migration		MYP year	3	Unit duration (hrs)	20

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems	Processes Causality (Cause and Consequence)	Personal and Cultural Expression

Statement of inquiry

The system of human movement is a process that involves causes with consequences that change people and cultures

Inquiry questions

Factual

- What are the push and pull factors of human migration?
- How do the effects of migration change the points of origin and destinations of migrants?
- What is the "American Dream"?
- What forces a person to move from their homeland?

Conceptual

"A nation that cannot control its borders is not a nation." - Ronald Reagan. How do systems of governing movement of people support this statement?

Debatable

To what extent is migration a fundamental human right?

Learning Outcomes	You will be using the following MYP Assessment Objectives for your formative and summative learning outcomes and assessments.
	Criterion A: Knowing and Understanding
	Students should be able to:
	
	    i Use terminology in context
	    ii Demonstrate knowledge and understanding of forced migration and the this system using descriptions of various situations across many countries with explanations and examples
	
	Criterion B: Investigating
	Students should be able to:
	    ii Use methods accurately to collect and record information consistent with the topic of forced migration for the country assigned for investigation
	
	Criterion C: Communicating
	Students should be able to:
	    i Communicate information and ideas using appropriate style (video and blog posts and comments) for the audience and purpose
	    ii Structure the information and ideas in a way that is appropriate to the rubric for blog posting and creating the video for investigation
	    iii Create a list of sources of information using MLA format
	
	Criterion D: Thinking Critically
	Students should be able to:
	    i Make connections between information to make valid, well supported arguments
		Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?

Topics by Week	This course will require five online hours a week and will cover the following topics Week 1: What is forced migration and the vocabulary that we use concerning this topic Week 2: What is the experience of a refugee using the case study "The Lost Boys of Sudan" Week 3: Investigating an assigned international population movement Week 4: Creating a TED Talk on investigation for peer audience	Did you list the topics to be covered each week?

| Expectations of Student Participation | Students are expected to participate fully in this online course and complete the formative assessments and one summative assessment assigned.
Evidence of learning outcomes will be assessed using provided rubrics.

Students are expected to:
1. Write one blog posting a week adhering to the formative blog rubric posted on the class website
2. Write one original response to the prompt from the Google Hangout on the discussion forum and reply to at least three other class participants original posts using the following method:
A = Acknowledge – read the original post carefully and use components of this to start your thinking
B= Build – give another way of thinking or an additional idea for the original poster to think about in the context of the discussion question
C= Compose – Create a question that will help keep the conversation going for the next student to add to the discussion
3. Complete:
   i   One formative collaborative task (Collaborative PowerPoint)
   ii   One formative independent task (Investigation and TED Talk script on assigned country
   iii   One summative independent task (TED Talk posted on PIP)
   iv   One summative independent task (Extended writing using two other peer TED Talks for information)
4. Upload all assignments to PIP on or before due dates as required by online Google Calendar
5. Be present for all Google Hangout sessions | Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)? |

Student Communication Expectations	 Students will always **THINK** before they post and hit return. When the return button is pressed, you have no control where that thought might go and who might see it! Students will reflect on these questions before responding: • Is it **T**rue? • Is it **H**urtful? • Is it **I**llegal? • Is it **N**ecessary? • Is it **K**ind?	Did you describe the expectations for student behavior when communicating online?
Late Work Policy	Mrs. Stephenson's Tardy Policy is as follows: • Unable to meet due dates to sickness, family issues or appointments: Note / email from Learning Coach allowing two days extension from next login to course • Any other circumstances must be discussed with Mrs. Stephenson using Skype in order to insure a clear pathway to complete assignments and amend the calendar of due dates set.	Did you explain the consequences for not submitting assignments on time?

Grading Policy	Students will be graded in the following MYP Individuals and Societies Criteria: **Criterion A:** Knowing and Understanding (maximum of 8) **Criterion B:** Investigating (maximum of 8) **Criterion C:** Communicating (maximum of 8) **Criterion D:** Thinking Critically (maximum of 8) **Maximum Criterion Score = 32** Students will be awarded an IB MYP Final grade and descriptor using the following:	Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?

Grade	Boundaries
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Assessments	Students will have the following assessments due according to the course Google Calendar:	Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?

Week 1	**Formative** – Completion of collaborative PowerPoint to define terminology to be used in this UoI with online quiz to be completed
Week 2	**Formative** – Students select one forced contemporary (within their lifetime) international migration and begin investigation process and script using guided inquiry template from class website
Week 3	**Summative** – Students post a TED Talk of no more than five minutes on investigation international migration to PIP
Week 4	**Summative** – Students complete extended writing using own and two other peer TED talk investigations to answer the prompt "To what extent is migration a fundamental human right?"

| Academic Honesty | Students will adhere to the academic honesty policy for IB MYP and Atlanta International School. The MYP strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Because of these areas of focus in the MYP, students will often be working in collaboration with their peers and using sources from experts all over the world to respond to the MYP unit questions. Therefore, we expect students to meet the following expectations:
• Students are expected to work together, to recognize and encourage contributions of others in the group
• Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work
• Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities
• When a product is required from a group, the product should reflect each member's contribution
• Each student's work should be explicitly acknowledged
• Each student is capable of reflecting on his or her participation and the participation of the other members of the group
• Students are able to reflect on the group's processing and communication
• Students will always appropriately give credit to any outside research used to inform their product | Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included? |

Acceptable Use Policy	Students will adhere to the Atlanta International School Acceptable Use Policy:	Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?
	Rationale As reflected in our Mission Statement, AIS strives to develop community members that "have a solid sense of self and respect for others—as individuals, as members of a group, as citizens of their nations, and as members of the global community." Students support this notion in their Student Statement of Beliefs when they pledge to, "respect who others are, to have a solid sense of who we are, and to strive to develop our beliefs and sense of self through respectful coexistence and interactions with other members of the AIS community" and vow to "commit to academic honesty including but not limited to never cheating and/or plagiarizing." These beliefs can find their foundation in the ten characteristics articulated in the IB Learner Profile. To this end, it is imperative that the community recognizes the importance of integrity, not just in academic areas, but in every aspect of daily life **Why a Responsible Use Agreement?** At AIS, we expect that all members of the community--students, faculty, staff, and administration--use technology in a responsible manner. These guidelines are important, because if you don't follow them your actions might affect you, your peers, or even the entire AIS community. So do the right thing; follow the guidelines **Respect and practice the principles of community** It's a small world, and we're a global community; You're entitled to your opinions, but remember that what you say can be seen all over the world, and something you say in one culture might be inaccurate or offensive in another • Engage fully with the environment you're in; Stay focused on the task at hand. • Seek help from an appropriate adult or colleague if you see or read something that makes you feel uncomfortable **Respect and protect your privacy and the privacy of others** Use only your assigned accounts and passwords and: • Keep your own passwords secure and never use others' passwords • When accessing or posting on social networks or other online environments, think about how your actions might reflect on yourself and how they might affect others • Get permission before sharing personal information or pictures of others. **Respect and protect the intellectual property of others** Just because it's on the Internet doesn't make it yours! Give credit to your sources and ask a librarian if you aren't sure how to do it. Check out our Academic Honesty guidelines for more info. **Respect and use all electronic devices in an appropriate manner** Be a good role model in your use of technology and electronic devices; Remember there's always someone who will follow your example.	

Student Right to Privacy	Atlanta International School respects student privacy. Having forged the Student Statement of Beliefs with our students, this online course will use this statement to respect the agreed privacy rights of the student. Click here for this policy.	Did you include the conditions for sharing or not sharing student information?
Technology Requirements	Students must have the following: 1. Their school registered laptop from the 1:1 programme (Apple MacBook Pro) 2. Access to wireless at home 3. A camera capable of taking movies (digital camera, smartphone, iPod, iPad) 4. School software image including Pages, iMovie 5. School Google logins and passwords and access to Drive and Sites If you have technical problems then go see Mr. Lloyd in IT Support, Room 1.245 or email itsupport@aischool.org	Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?

| Copyright Statement | This course is designed and managed using Google Sites through The Atlanta International School Google Apps for Schools. Content is extracted from various sources and cited using The Atlanta International School Copyright Statement ([Click here for public post](#) and see below)

Policy
All members of the AIS community are expected to adhere to the academic honesty standards set forth in this document. Community members should take advantage of the expertise and resources of the school librarians when questions arise about plagiarism, <u>copyright</u>, other ethical issues, and good academic practice for referencing sources. Teachers will not only teach academic honesty but will also model good practice. Administrators will support them in this effort. Parents also have a role to play by becoming informed of the expectations placed on students and supporting these practices. Together, all community members, working under the same understandings, will create an environment that promotes academic honesty.

This policy promotes good practices and provides assistance in understanding and following the academic honesty policy and goals of the school. To aid in the understanding of these goals, common definitions of key terms can be found <u>here</u>. Age appropriate descriptions for how academic honesty pertains to referencing, group work, homework, classwork, tests, and exams can be found for <u>PYP, MYP, and DP</u>. It is understood that this academic honesty policy is integrally related to and is a part of our policies with respect to use of technology and student use of mobile devices; this is reflected in the school's Responsible Use Policy. The AIS community will follow the Modern Language Association style for referencing of sources, as applied in an age appropriate fashion following <u>guidelines for K through 2</u> and <u>Noodletools</u> for grades 3 through 12.

Consequences
If members of our community do not respect these academic honesty guidelines, the open communications policy and the procedures that support student expectations will be followed. Consequences for a diploma student who is found to have committed malpractice may include action by the International Baccalaureate Organization in accordance with its <u>Academic Honesty</u> publication.

Special Considerations as an International School Community
Special effort should be made to make sure that cultural and language differences do not impede the understandings needed by all parties involved. Especially in a school community, which reflects a variety of cultural backgrounds, parents and other legal guardians' understanding of the cross-cultural perspectives of academic honesty is vital. | Did you provide a copyright statement and disclaimer that identifies the owner of the course? |

| Students with Disabilities | Atlanta International School has placed a list of students with accommodations and resource support in the school Veracross System. All students with these accommodations (including additional time sanctioned by IB and language access defined by the school Language Policy ([click here](#)) are taught to self-advocate for these accommodations with their teachers through the learning resource department of Atlanta International School. Students are encouraged to talk directly to Mrs. Stephenson should any concern arise about achieving to maximum ability in this online course due to any disability. | Did you indicate your willingness to provide reasonable accommodations to a student with a disability? |

*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega* (2014).