Course Description
World History and Geography examines the history of the world from a global perspective. World history looks for common patterns and themes across cultures around the globe to determine both similarities and differences in how people live their lives.

Goals for Student Learning (Enduring Understandings & Essential Questions)
In this class, we will explore several overarching course questions, including:

Questions:
1. How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present?
2. Why have relations among humans become so complex since early times? We live in a world of intense, complicated, and diverse relationships among billions of people. Questions about the ways in which humans have multiplied on the earth and come to relate to one another in such a variety of ways are fundamental to historical investigation.
3. How have human views of the world, nature, and the cosmos changed? History is not only the study of "what happened" but also about the ways in which humans have thought about, questioned, interpreted, and represented (in words, pictures, movies, and so on) what their senses tell them about the world and the universe.
4. How has the world becoming increasingly interconnected over time? What have the results been of this connection?

Teacher Expectations & Class Procedures

| Attendance | It is expected as students that you attend every class and be on time. That said, I understand that you all have lives outside of the classroom and that things come up. Please communicate with me about extenuating circumstances. While in the classroom, I expect students to stay with us unless they receive word from me that it is ok to leave. |
| Class Participation & Discussion | As this is a humanities class, lively classroom participation and discussion is expected from all students. Participation will take a variety of forms and won’t necessarily always be verbal. If speaking up in class will be difficult for you, please see me in person and we can work something else out. Off-task behavior and disengagement (i.e., misusing technology, joking around with friends) will harm your participation points. |
| Required Materials | You are required to be prepared every day with a |
notebook, writing utensils, and a folder or binder for organizing your papers. We will be using a variety of sources this semester and will not rely on one central textbook. We may use shorter books every so often, and will check those out to you when/if the time comes. Many of our readings will be available digitally on our Google Classroom.

Cell Phones
The Entire Social Studies Department has a zero phones policy in our classrooms, except for if/when we deliberately use them as tools as directed by a teacher. If a student needs to make a call, you must speak with me first and then do so outside of the classroom. Parents, if there is an emergency and you need to get in touch with your child, please call the Main Office and your student will be notified. Otherwise, do not expect to be in touch with your child during class time.

Safety Procedure & Expectations
In the event of an emergency, follow classroom protocol for the specified situation.

Food
Food and drink will be allowed in the classroom so long as it is not causing a distraction for any other learners in the room. Please be sure to clean up after yourself. I will not allow students to leave class in order to receive any kind of food delivery.

My Classroom Expectations
I generally ask my students to be three different things when they walk into my classroom:

Be Responsible
It is an expectation that you are coming to class every day prepared to learn and participate. This means that you are not only prepared with the materials that are required, but also that you have done the appropriate work to be a contributing member in our discussions. We are responsible for our own learning, and we take responsibility in the learning of others through our preparation.

Be Respectful and Compassionate
This class is centered on reading, writing, and discussion-based topics. It is part of human nature to have opinions and to express them well through these outlets. In order to enter into a conversation and reach levels of critical thinking, we must be able to recognize and respect the opinions of others. Respect is also a two-way street; it should be expected from everyone because it is given by everyone.

Be Brave
Classrooms are often described as “safe spaces.” Safe spaces are defined as “a place (as on a college campus) intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations.” I argue that classrooms should be places of safety, but, more importantly, of bravery. As such, we will be tackling difficult and controversial questions faced by people throughout history; we will be criticizing each other’s works, albeit in a constructive manner; and we will wrestle with ideas that may pull us out of our own comfort zones. Through all of this, I ask you all to be brave; to speak out when you would rather shy away, to challenge ideas of others in respectful manners, and to dig deeper into content that makes you uncomfortable, because this is where true learning occurs.

Academic Integrity & Honesty
Any test, paper, report or other classwork turned in under your name, should be your own original work. Anything you turn in should not be work that has previously been submitted in another class by you or by any other student in any other class.

If you use words, phrases or sentences from any other person, website, book, magazine or other source you must acknowledge that other source. Generally, if you are using exact phrases or sentences, you should place “quotation marks” around those phrases or words. Quotation marks should be used if you read the exact words on paper OR if someone spoke those exact words aloud. **If you use the ideas from another source, even if you put those ideas in your own words by paraphrasing, you need to acknowledge that source.**

If you are not sure about whether or not you need to give a credit to another source, then you should ask your teacher.

Further, if you assist or collaborate in any academic dishonesty including giving, selling, or loaning your work to someone who uses it to plagiarize, you are colluding. If you create or facilitate a shared file, dropbox, or database where students can access the work of others without proper attribution, regardless of your intent, you may be subject to consequences as outlined for this course and in the Student Rights & Responsibilities Guide.

Consequences for Cheating, Plagiarism, including collusion, can also result in Level 1 or 2 behavior consequences as outlined in the 2015-16 Student Rights & Responsibilities Guide: [http://www.a2schools.org/Page/7363](http://www.a2schools.org/Page/7363)

**Possible Interventions in case of underperformance**

If a student doesn’t seem to be living up to their potential, I will set up an individual conference with the student and parents/guardians as necessary to create a corrective plan. Community High School will also work to set students up with supports as necessary to ensure the successes of all students. If you feel as though you are falling behind or need any extra assistance in any case, please feel free to reach out at any time.

**Tech Access**

We will regularly be relying on tech and web-based tools, such as readings posted to Google Classroom, EdPuzzle, Active Classroom, etc. If computer or internet access outside of school is a struggle for you and your family, you must come talk to me about it. I will help you to have access to the resources you need to be successful.

**Grading Practices & Policies**

**Types of Assignments & Weighting**

- Participation & Engagement (10%)
- Class Work, quizzes, etc. (30%)
- Homework (20%)
- Large Assignments & Assessments (30%)
- Final Exam (10%)

**Late/Missing Work Policy**

Each time we have a class after an assignment is late, it will go down by 20%. (i.e., an assignment due Monday and turned in Wednesday will receive a maximum score of 80%). Please save all work that you do for this class at least until the semester; it will be useful for studying for the final, and if I make a grading mistake it is much easier to rectify if I have the original assignment. Work that has been graded and entered into Power School will be filed in your personal file in the classroom, for access by me, you, and your parents if needed.

Help, I missed a day! What do I do?

If you have to miss a day of class, it is your (important!) responsibility to get any make up class work. You will have two class days for every excused absence to make up assignments during your absence. Please check our Google Classroom and with your homework buddy for notes and to find out what you missed; come to me only after you have checked those two sources and you still have questions. Please make sure to write "sick" or "excused absent" on the top of any papers that are late because of an excused absence so that you do not receive late credit. I will check this against PowerSchool attendance, with your parents, or with administration if needed.

**Semester Grade Calculation**

Q1 = 45%  Q2 = 45%  Final Exam = 10%
AAPS Common Grade Scale

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Self Help Resources

Teacher Availability
If you need to meet with me feel free to either send me an email, or talk with me in person and we can set up a time to meet. I only teach Blocks 1 and 2, so I will typically only be at CHS in the mornings. That being said, we can work something out.

Tutoring
- **Neutral Zone**: M-F 3 to 5 pm at 310 E. Washington, Ann Arbor  Check website for dates
- **826 Michigan**: M- Th 3:30 to 5:30pm at our Ann Arbor headquarters, 115 E Liberty St, Ann Arbor Check website for dates
- M- Th 5:30 to 7:30pm at Beezy's Cafe, 20 N Washington Street, Ypsilanti,  Check website for dates
- **Ann Arbor Public Library**: Check website for dates
- Please use our CHS Library for resources on World History

Student Name

Student Signature

Parent/Guardian Name

Parent/Guardian Phone

Parent/Guardian Email

*I have read and discussed the World History syllabus with my student.*

Parent/Guardian Signature