Community High School Course Syllabus
Year: 2019/2020

<table>
<thead>
<tr>
<th>Course Name</th>
<th>World History and Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (s)</td>
<td>Ryan Silvester</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:silvesterr@aaps.k12.mi.us">silvesterr@aaps.k12.mi.us</a></td>
</tr>
<tr>
<td>Website</td>
<td>Google Classroom</td>
</tr>
</tbody>
</table>

Course Description
World History and Geography examines the history of the world from a global perspective. This is not to be confused with comparative history, which examines multiple cultures and nations but does not do so on a global scale. 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 three central questions and seven essential themes.¹

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? Human beings are inhabitants of the biosphere and their history is inseparable from it. This is as true today as it was 200,000 years ago.
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. Throughout most of its history our species has lived in small, scattered communities of foragers and hunters. 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. Ideas influence historical developments and, conversely, events shape ideas as humans strive to make sense of change.

Themes
1. Patterns of Population
2. Economic Networks and Exchange
3. Governing Systems and Power
4. Have and Have-Nots
5. Expressing Identity
7. Spiritual Life and Morality

¹ Thematic Structure of Curriculum. Worldhistoryforusall.ss.ucla.edu. Web. 08/31/2018
### Teacher Expectations & Class Procedures

<table>
<thead>
<tr>
<th>Attendance</th>
<th>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. If you know you will not be in class, please email me ahead of time so that I can plan around it. If an emergency occurs, just get back to me as quickly as possible so we can get you up to speed. While in the classroom, I expect students to stay with us unless they receive word from me that it is ok to leave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Discussion</td>
<td>As this is a humanities class, lively classroom participation and discussion is expected from all students, and will be a significant part of their grades. If this task will be difficult for you, please see me in person and we can work something else out!</td>
</tr>
<tr>
<td>Cell Phones</td>
<td>The Entire Social Studies Department has a zero phones policy in our classrooms. If you need to make a call, you must speak with me first and then do so outside of the classroom. We will have breaks where phone usage is acceptable, but otherwise they should be totally away.</td>
</tr>
<tr>
<td>Safety Procedure &amp; Expectations</td>
<td>In the event of an emergency, follow classroom protocol for the specified situation.</td>
</tr>
<tr>
<td>Food</td>
<td>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</td>
</tr>
</tbody>
</table>

### 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**

This class is centered around 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
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 be wrestling 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 seems to be underperforming his or her 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.

**Grading Practices & Policies**

**Types of Assignments & Weighting**

- Attendance & Participation (20%)
- Class Work (30%)
- Homework (10%)
- Large Assignments & Assessments (40%)

**Late/Missing Work Policy**

Late work will only be accepted on all classwork and assessments.

Each time we have a class after an assignment is late, it will go down one letter grade (Ex: A grade that would have received an A on Tuesday will receive an A- on Thursday or a B+ on Friday).

---

**Semester Grade Calculation**

Q1 = 45%  Q2 = 45%  Exam = 10%

**AAPS Common Grade Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage (%)</th>
<th>4.0 GPA Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63 - 67</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>Below 60 is failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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 do not have class during 2nd, 4th, and 5th block, so if your free period aligns with mine, this would be an acceptable time to meet as well.

**Websites for Additional Assistance**

Crash Course World History - youtube series

**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