***AP World History***

Flagstaff Arts & Leadership Academy

2018 – 2019 Couse Syllabus

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**Course Scope:**

The aim of this course is to survey an expansive period of human experience across time and space with the aim of recognizing patterns within the human condition. This course does not go in depth into any one region or time period, but rather is a survey class which tries to unite the human experience into universal themes, connections, and causations which lend a broad understanding of the roots of modern times. It will likely be different than any other history class you have ever taken, in that you will not be asked to memorize specifics, but instead to create novel connections between events and cultures throughout time and space. In response to trends in the study of World History at secondary and collegiate programs around the nation, our school has adopted a historically inclusive model as the foundation of its curriculum for this course. The College Board created this curriculum by synthesizing the work of world historians over the last three or four decades making this radical change to the telling of our global story. In other words, we have moved away from the Western Civilization model of World History. Current event discussion and analysis will be a continuous component of our daily work in class.

As an AP Course, this class will also focus on exam preparation and study skills as per the mandated College Board Curriculum.

**Course Academic Goals:**

* Crafting Historical Arguments from Historical Evidence
* Chronological Reasoning
* Comparison and Contextualization
* Historical Interpretation and Synthesis

**Course Character Goals:**

Throughout the duration of this course, our classroom community will be approaching a wide breadth of topics, of which, there may be differences of opinion, and some heated debate. Students are expected at all times to maintain respect for fellow students and their opinions, as well as maintaining the FALA standards of behavior outlined in the student handbook. Our classroom should be a secure, tolerant, and encouraging environment for all students. In order to maintain this, all students will be expected to speak in turn, refrain from holding side conversations, maintain a constructive attitude toward the learning process, and follow directions promptly. Other class guidelines will be selected by the classroom as a whole to better your learning environment as the group sees fit. We will focus in this course on developing FALA’s habit of 1) The Common Good, by creating a safe, welcoming learning community in our classroom; 2) Connection and Collaboration through approaching a wide array of topics from past events, to current issues to understand underlying patterns, cause and effect, and ultimately develop a more cohesive understanding of your local and global community; 5) Critical Inquiry by approaching new material and previously held ideas with healthy skepticism, an open-mind, and an analytical focus on new material.

**Textbooks:**

World History in Documents By: Peter Stearns

Experiencing World History By: Adams et Al

Guns, Germs and Steel By: Jared Diamond

**Student Supplies:**

Students are expected to maintain the following supplies:

Writing Utensils

Notebook or Binder dedicated to this course

An AP World History Exam preparation guide of your choosing

**Attendance/Tardy Policy:**

**See Student Handbook PG 16 – 22 for more detailed information including but not limited to, Loss of Credit, Performance attendance expectations, absences and tardiness.**

**FALA Attendance and Tardy Policy**

|  |  |  |
| --- | --- | --- |
|  | **Short-term consequences**  **(Quarterly)** | **Long-term consequences**  **(Per Semester)** |
| **FALA Excused Absences** | None | None |
| **Excused Absences** | No initial consequences | **5 cumulative absences** (excused or unexcused) in any given class  - Warning Letter & Counselor meeting  **8 cumulative absences** (excused or unexcused) in any given class  - Warning Letter & must attend tutoring if grades are affected. |
| **Unexcused Absences** | Detention, in-school suspension | **10 cumulative absences** (excused or unexcused) in any given class  - Warning Letter & Parent/Dean Meeting  **11 cumulative absences** (excused or unexcused) in any given class  - loss of credit |
| **FALA Excused Tardiness** | None | None |
| **Excused Tardiness** | 1st and 2nd tardy: Warning  3rd tardy: Letter sent home  4th tardy: Lunch Detention & Parent Notification  5th tardy: Lunch Detention & Parent Meeting  6th tardy: Lunch Detention  7th tardy: Suspension (in-school)  8th tardy: Considered Habitually Tardy. Further  disciplinary action. | Potential loss of credit due to inadequate Instructional seat minutes  according to the State of Arizona. |
| **Unexcused Tardiness** |  |

**Grading Points and Scale:**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Numerical Average** | **Grade Point Value** |
| A+ | 99-100 | 4.0 |
| A | 93-98 | 4.0 |
| A- | 90-92 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.67 |
| D+ | 67-69 | 1.33 |
| D | 63-66 | 1.00 |
| D- | 60-62 | 0.67 |
| F | Less than 60 | 0.0 |

**Description of Grading Practices:**

**Examples of Formal and Informal Assessments**

|  |  |
| --- | --- |
| **Formal Assessment – 60%** | **Informal Assessments – 40%** |
| Final exams and midterms  Standards-based tests and quizzes  Culminating projects  Essays (all types)  Presentations  Performances  Other demonstrations of proficiency | Small projects (formative)  Practice tests/quizzes  Checking for understanding activities  Homework  Drafts  Practice work  Classwork  Student involvement/participation  Class activities |

\*Semester grades will be weighted evenly (50/50). Final exam and/or benchmarks will be included in the formal assessments category.

**Participation Criteria:**

Your in class participations in discussions, active listening, and group work is pivotal to your success in our classroom. In class discussions will be a major part of this class. Be prepared each class with at least 1 question and comment on the material in readings or the previous class. This will help you to not feel nervous participating, and will give you time to really consider the material and take away meaningful information and experiences from each class.

**Make-up Work Policy:**

Unexcused Absence- No Makeup work accepted

**If you have an Excused or FALA Excused Absence it is your responsibility to get the makeup work from me on your first day back to class.** You will then have till the following class period (a total of 2 class periods after the absence) to submit make up work for full credit.

**Redo’s/Retakes Policy:**

* Formal Assessments: Retakes must be arranged within one week of having received your grade for a formal assignment. In order to arrange a retake, you must first set up a time to meet with me and discuss your assignment. You will then be given a due date/ retake appointment within that week timeframe. The retake assignment or test WILL differ from the original. If you miss your retake deadline, no retake will be accepted. There will be no extension of retake deadlines. **Exceptions: If your formal assignment is initially late, you lose your opportunity for a retake.**
* Informal Assessments: No Retakes

**Social Studies Department Work Submission and Late Work Policies:**

All class resources and assignments will be posted on Google Classroom and will be submitted through Classroom when completed. DO NOT email me a completed assignment, it will not be graded. Please utilize the Classroom reminders and notification settings, it will help you to stay on top of your classwork.

**Late Work:**

Informal Assignments: No late work will be accepted.

Formal Assignments: You may submit a Formal assignment up to 1 week late. 10 percentage points will be deducted for each day late **INCLUDING WEEKEND DAYS AND DAYS WE DO NOT HAVE CLASS.**

**Extra Credit Policy:**

None.

**Social Studies Department Cell Phone Policy:**

**Cell phones:** Cellphones are a very powerful tool. However, they are also a huge distraction in the classroom, which both hurts student performance and limits the discussion, and engagement, which is necessary to a successful, and engaging social studies classroom. Furthermore, when up to 50% of teens feel, “addicted to their phone” (see CNN article below) it is hard to get students off their device. I hope to balance between phones as a tool and phones as a distraction with the following policy

* Students may have their phones out for the first five minutes of class until I finish going over assignment due date. This is so you can take down due dates in your phone, check my website or your grade, and is you absolutely must text your parents or friends do it now. At the end of the five minute period, your phone must be zipped in your bag completely out of view.
* If at any point during the remainder of class your phone is at all visible, whether or not you are on it, it will be confiscated.
* At my discretion during group work or independent work, I may allow you to retrieve your phones. Please be respectful of your peers and stay engaged . I reserve the right to ask you to store your phone if you abuse this privilege.
* For more information on this issue I encourage you to read the following:
  + <http://www.cnn.com/2016/05/03/health/teens-cell-phone-addiction-parents/>
  + <http://www.theatlantic.com/education/archive/2016/04/do-smartphones-have-a-place-in-the-classroom/480231/?utm_source=SFFB>

**Plagiarism:** Plagiarism will not be accepted and will be punished in accordance with the FALA student handbook. Any assignment that is found to be plagiarized is an automatic zero with no opportunity for a retake. If you have ANY questions about what plagiarism entails (direct copying, using uncredited ideas of others, shifting words around in someone else’s writing and submitting it as your own, not citing sources, etc.) please come see me so we can rectify this before it becomes an issue.

**Advanced Placement**

* FALA is gradually increasing our Advanced Placement offerings for one reason: Increasingly, AP is being used to measure the validity of high school college prep offerings. AP courses do dictate a rigor that is standardized and recognized by parents, colleges and students.

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* FALA prides itself on teaching ideas and skills in a creative and somewhat informal environment. These courses also ask us to teach to the formal and specific requirements of each of the AP tests. This can create a quandary for your teacher: Do I teach what I think is important or do I teach what AP thinks is important? Your teachers are aware of this dilemma and will work diligently to negotiate a delicate balance between the two. Our larger goal is to create the most meaningful experience for you as possible.
* Having said this, the exam is important and these courses are shaped to help prepare you for this. Why is the exam important?

1) If you do well, the credit you receive could potentially waive you from college courses – thus saving you and your parents time and money. Even if your college doesn’t offer credit, your scores can still be reported to your college during the application process – giving further evidence of your abilities in a rigorous curriculum.

2) Personal pride – these tests are hard. If you do well, it says an awful lot about you as a student.

3) As a simple assessment – what did you learn and how well did you prepare for college-level material? Are you ready for college-level work and ideas?

* If you are enrolled in this course, you are required to take the exam. If you withdraw from an AP course at semester or fail to take the exam in the spring, your transcript and GPA will be revised to reflect that you did not participate in an AP course. For example, if you withdraw from AP World History, your transcript will reflect that you completed World History.
* You are required to maintain a “C” or higher as a student in an AP class. If you do not have a “C” at Progress Grade #1 or beyond, you will be required to transfer to the “regular” course. In addition, you will lose the AP designation on your transcript for the 1st semester
* You signed up for this AP course voluntarily. DO NOT make the mistake of taking this course in order to make room for an elective or to align your schedule with friends.
* Your teacher has shaped this course based on the curriculum established by AP. Certainly you should expect preparation for the exam. However, if you expect to excel on the AP exam, please understand that **significant** individual preparation outside of class time will be required of you, starting now.

**Major themes to be covered within this course:**

* Interaction Between Humans and the Environment

Demography and Disease

Migration

Patterns of Settlement

Technology

* Development and Interaction of Cultures

Religions

Belief systems, philosophy and ideologies

Science and Technology

The arts and architecture

* State-Building, Expansion and Conflict

Political structures and forms of government

Empires

Nations and nationalism

Revolts and revolution

Regional, trans-regional and global structures and organizations

* Creation, Expansion, and Interaction of Economic Systems

Agricultural and pastoral production

Trade and commerce

Labor systems

Capitalism and socialism

* Development and Transformation of Social Structures

Gender roles and relations

Family and Kinship

Racial and ethnic constructions

Social and economic classes