Dear Parents and Students,

This course syllabus has been prepared to communicate the expectations, course content, requirements, policies and other information that will give you the opportunity to achieve and have a positive learning experience. Please read it carefully, and keep it in a place where you can refer to it if necessary. If you have a question about any part of this syllabus, please contact me.

From the College Board (About AP): AP enables students to pursue college-level studies while still in high school. AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them. Each AP course is modeled upon a comparable college course and concludes with a college-level assessment.

Are you up to the challenge?

Course Description and Objectives

AP World History was designed with a broad focus on world cultures from approximately 8000 BCE to the present. Students will develop a greater understanding of global processes and interactions among societies through a study of historical patterns and comparisons among major societies.

AP World History is about skills, not just content, and will encourage all students in attaining their highest achievement level through skill acquisition and personal growth. Students will read and organize data based on themes, write analytical and document-based essays, and analyze primary and secondary sources. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. To achieve this end, this course will focus on four historical thinking skills:

I. Chronological Reasoning (Causation and Continuity and Change Over Time)
II. Comparison and Contextualization
III. Crafting Historical Arguments from Historical Evidence
IV. Historical Interpretation and Synthesis
AP World History is a differentiated curriculum in depth, complexity, pacing, and novelty. A variety of instructional strategies will be practiced including individual and group work, questioning, critical reading and thinking, and other active engagement strategies. **Students and parents should be aware that this is NOT a lecture-based course.** It is expected that students will complete the readings and study much of the content outside of class so we can focus on skill development, writing, and engaging activities in class.

At the completion of the course all students will be able to perform the following at a higher personal level:

- Think, read, listen, write and communicate with understanding.
- Analyze evidence and interpretations presented in a variety of historical texts, both primary and secondary, and use the information to plan a meaningful discussion in both written or oral form.
- Prepare and execute a well-constructed, multi-paragraph essay, timed and not; including the Document-based, Continuity and Change-Over-Time, Comparison, and Causation essay types.
- Utilize a variety of resources in planning and directing research for a mixture of projects, essays and activities.
- Flesh out a series of questions that challenges a text’s meaning and shows an understanding of the document.

**Texts / Resources**

All students will be required to read, analyze, interpret, and take notes from a variety of sources throughout the course including textbooks, primary and secondary sources, maps, charts, graphs, and artwork.

Students are required to have the following text:


(All students are required to check this out from the library. You will be told when you need to bring it to class.)

In addition to our district-wide textbook, students will also be using excerpts, activities, and chapters from other World History textbooks. Using multiple textbooks serves three purposes. First, there are other textbooks that are more concise than ours so they can cover a topic in one chapter when our textbook takes 3-4. Second, I want students to understand that history is an interpretation and even among textbooks, there are differences between how authors interpret events from the past. Finally, some of the other textbooks have more effective activities for document analysis than our textbook so I will use these when necessary. Other textbooks that will be used in class include Strayer’s *Ways of the World*, Stearn’s *World Civilizations: The Global Experience* and *World History: A Comparative Reader*, Spodek’s *The World’s History*, and Bulliet’s *The Earth and Its Peoples* among others.

It is HIGHLY recommended that students purchase an AP World History review book and use it throughout the year (not just for the test in May). There are a variety of review books out there but I personally recommend the two below. The first is more in-depth while the second is more big picture. Both are available on Amazon.

*World History: Preparing for the Advanced Placement Examination*
©2017 (AMSCO Publications)

*AP World History Crash Course*
Research & Education Association (REA); 2nd Edition (September 28, 2016)

Students that are interested in an online review option may consider purchasing access to **SHMOOP**. SHMOOP is a digital publishing company designed to provide academically rigorous material in a teen-friendly, approachable manner. If you look on their website, they have impressive results for students that use their content consistently. In my experience, some students like the style, while others do not so it’s up to you. The cost is approximately $25.00 per month (or $150 for 12 months) but they do offer a short free trial so you can check it out. I will be using some of their content as we progress throughout the course.
Materials

There are two key organizational tools that I will be using this year and both will account for a portion of your grade in class. Each will be collected at random times so students need to make sure they are maintaining each one in a neat and organized fashion. Composition books will mostly remain in the classroom and will be picked up each day as you come into class. Notebooks will be taken home each night as your homework will be completed in them.

1) **Composition Books** - You will likely need two for the year. These will be used for all of our skill activities and study resources such as writing, document analysis, and test-prep.

2) **College-Ruled, Single Subject Spiral Notebooks** - You will need 5 or 6 for the year as we will be using one for each unit of the course. Most homework and classwork will be completed in your notebook and they will serve as your own personal study guide for the AP Exam.

Classroom Guidelines

- **RESPECT** peers, teachers, administrators, visitors, textbooks, supplies and facilities. The use of swearing, derogatory comments and put-downs is not only disrespectful but also inappropriate for the school and work environment. Therefore, they will not be tolerated.
- **RESPONSIBILITY** and **ACCOUNTABILITY**: The grade you earn in this class will be a reflection of your effort and learning. *It is the responsibility of the student to be aware of their academic standing and bring any questions they have about their grade to the attention of the teacher.*
- **PREPARATION**: Be on time to class with all materials. *(WR Tardy Policy will be enforced)*
- **All school rules will be enforced according to the West Ranch Student Handbook.**
- **ELECTRONICS POLICY**: Cell phones and any other electronic devices will NOT be allowed for use during class time, except at teacher’s discretion at appropriate times. Any violation will result in confiscation of the item which will be turned in to the student’s Assistant Principal’s office.
- **Consequences for actions that violate any of the above may result in teacher detention or referral to an administrator.**
- **Special Notes:**
  - Please do not eat or drink in class (except water). No FOOD or DRINK in the Computer Lab or when Chromebooks are being used!! There is potential for ant problems in the classroom and leaving food out will only make it uncomfortable for you by attracting ants to your workspace.
  - *There may be times when I am out of the classroom for school/district business, family issues, or illness. Any time there is a guest teacher in class students are expected to complete all work and maintain a respectful atmosphere. Students that waste time or challenge a guest teacher will face academic and disciplinary consequences including, but not limited to, lower grades for incomplete work and/or suspension from class.*

Attendance and Tardy Policy

- Regular attendance is a critical element to success in this and all classes. Students that do not attend regularly miss important activities and discussions. The school tardy policy and district attendance policy will be enforced.
- It is the student’s responsibility to make an appointment with the teacher to make up assessments and other missed work. Any assignments missed due to an unexcused or disciplinary absence will be recorded as a zero (including assessments).
- Due to the block schedule, students that are absent are expected to use my website and communication with me so they are prepared for class when they return. Missed assessments must be made up within one week of the absence or the student will earn a zero. Students that are absent on the day of an in-class exam will take an alternate exam than the rest of the class.
- Be on time to class! The school’s tardy policy will be in effect and class will begin promptly when the bell rings. Students that arrive tardy will NOT get extra time to complete the daily assessments which are completed in the first 10 minutes of class.
- *Please respect the teaching and learning environment by arriving to class on time ready to learn.*
Academic Honesty

West Ranch High School will consistently enforce the William S. Hart Union High School District Board Policy on Academic Integrity which is based on Educational Code 44806.

The following actions will be deemed violations of Academic Integrity and/or Board Policy
- When a student takes credit for work that is not their own or allows someone else to copy their work, this will be deemed a violation of our Academic Integrity Standards.
- If a student looks at another student’s paper or sends or receives test data during or before a quiz or test or uses materials on a test or quiz that has not been approved, this is a breach of Board Policy. This includes accessing other websites during online testing.
- If a student plagiarizes someone’s work, whether it is another student’s or reference material, this will be a violation of Board Policy.

The following consequences will be enacted if a violation occurs:
- The parents of the student who has been academically dishonest will be notified of the event and a report will be filed in the student’s permanent record.
- The student will receive an automatic zero (failing grade) on the assignment or test; no make-up work will be offered to compensate for the zero.
- The student will be dropped from the National Honors Society (NHS) if the student is a member of that organization.
- The student will be dropped from the California Scholarship Federation (CSF) if the student is a member of that organization.

The following consequences may be enacted if a violation occurs:
- The student may be removed from the class for one day at the teacher’s discretion, according to the California Educational Code.
- The student may serve a four hour Saturday School.
- The student may face suspension from extracurricular activities, including sports programs.

AP students have access to a wealth of information on the Internet including textbook notes and other course-related items. In addition to the school’s academic honesty policy, students should be aware that all work assigned for this course has a purpose and not doing the work yourself will only hurt you in the long term because you will be less prepared for your assessments and the AP exam at the end of the year. Please make smart choices and put in the appropriate amount of time rather than taking the easy way out.

Grading Policy

Grading will be based, approximately, on the percentage of total accumulated grades. Grades are weighted based on the categories below (**Subject to change as needed**). Each category is explained in more detail on the following pages.

- **Unit Tests (50%)**
  - 5 cumulative unit tests that mirror that AP Exam in format and grading.
  - This includes one timed DBQ and one timed LEQ per unit.
- **Other Assessments and Writing (25%)**
  - Completed online and/or in the student’s composition book. Anywhere from 2-3 per week. This will include the daily reading quizzes as well as writing and document analysis activities completed in your composition book.
- **Projects and Formal Discussions (12%)**
  - 3-5 individual and/or group projects per semester. Points will vary based on the project or discussion.
- **Homework and Notebook Checks (10%)**
  - Periodic and unannounced homework checks for completion.
  - Notebooks will be collected and graded at the end of each unit for completion, effort, organization, and quality.
- **Professionalism (3%)**
  - Active participation, timely attendance, on-time class work and projects.
Unit Tests (50%)

All Unit Tests will mirror the AP World exam as much as possible. The structure of each exam is explained below based on the actual AP exam. The percentage of the overall test score and the amount of short-answer and essay questions has been modified to fit our 100 minute testing block but the components are all the same as the AP exam. It has been my experience that although difficult in the beginning, this testing style significantly improves student success on the AP exam. In addition, all unit tests are cumulative which means that there will be questions asked from the entire span of what they have studied up to that point (for example, the Unit 5 test will include questions from Units 1-4 as well as Unit 5). Therefore students are having to continually review previously tested material and make connections across the time periods.

- **55 multiple choice questions in 55 minutes (40% of their unit test score).** The amount of reading / stimulus-based questions on each test will be similar to what students should expect to see on the AP exam. Questions are grouped into to 2-5 questions based on a primary or secondary source stimulus. The types of texts/visuals reflect the types of materials historians use in studying the past. Students will need to analyze the sources but also connect them to their content knowledge in order to be successful. Students will NOT be given extra time on the unit tests so they will need to learn how to manage their time appropriately.
- **3 short-answer questions in 40 minutes (20% of their unit test score).** All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about world history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question. Questions typically have 2-3 parts to answer but do not require complete essays.
- **1 DBQ (25% of their unit test score) and 1 LEQ (15% of their unit test score).** The document-based question (DBQ) measures students ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay (LEQ), responses to the DBQ will be judged on students’ ability to formulate a thesis and support it with relevant evidence. The DBQ will typically require students to relate the documents to a historical period or theme and thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students’ essays. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument based on a specific theme. Students will analyze an issue using the historical thinking skills of COMPARISON, CAUSATION, or CONTINUITY & CHANGE.

A Note on Test Corrections: In my experience, the opportunity for test corrections has resulted in students being less prepared for tests and not putting forth the amount of studying that should be appropriate for a college-level course. With that in mind, there will NOT be any opportunities for test corrections on the Unit Tests. Within a couple of days of the test, I will review commonly missed questions and students will have a chance to review and reflect on what they missed, but they will not be able to re-take the test or do corrections to earn more points. Although this may add stress for students prior to each test, I believe it will more accurately prepare them for the realities of testing on the AP exam and at the college-level where there are no second chances.

How Unit Tests are Graded: Since the questions and format of the unit tests are similarly difficult to the AP exam, scores will also be calculated and curved based on the College Board score calculation formula. The score calculation formula has not been released yet but I will go over it with students prior to the first exam.

Other Assessments and Writing (25%)

Unlike tests that come at the end of a unit, formative assessments are ongoing. They check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance and hold students accountable for the reading. In order to prepare students for the AP Exam, formative assessments will often take the form of multiple choice and constructed-response questions. Constructed-response questions are assessment items that ask students to apply knowledge, skills, and critical thinking abilities. Constructed-response items can be very simple, requiring students to answer with only a sentence or two, or quite complex, requiring students to read a prompt or a specified document, reflect on the key points, and then develop a meaningful analysis of the information. Whether simple or complex, all
constructed-response questions measure students' ability to apply, analyze, evaluate, and synthesize the knowledge that they have acquired in a more abstract way. **Students that are tardy will NOT be given extra time on these bell ringer assessments and activities.** Students that are absent are expected to complete the bell ringer assessments and activities as part of their make-up work.

**Projects and Discussions (12%)**
A variety of individual and group projects will challenge students to study historical topics in more depth. This category will also include formal discussions, debates, simulations, and unit review activities that will help students gain a better understanding when studying history.

**Homework and Notebook Checks (10%)**
This course will require an EXTENSIVE amount of time devoted to reading, note-taking, activities, and studying OUTSIDE OF THE REGULAR CLASS. Be prepared to spend at least 30-60 minutes per night if you want to be successful in this course and on the AP test. If that is not a realistic expectation for you, please see your teacher or counselor before the end of the first full week of school in order to discuss your options.

Please be aware that your teacher will **NOT** be collecting your homework on a daily basis. It is impossible for me to do an effective job assessing your writing and teaching this course as well as the other two courses I teach if I am grading your note-taking and class activities daily. That does NOT mean that you should not do the work because everything assigned has a purpose and is relevant to your progress in the class. In addition, I will randomly check homework in order to keep students on task.

The main source of organization for this class will be your notebooks that invite students to:
- Become successful note takers
- Get systematically organized
- Create a portfolio of individual learning for historical memory AND in preparation for the cumulative review necessary for your unit tests and the AP exam in May.

Your notebook will be collected (or graded in class) about 1-2 times per unit. In order to be fair to all students, any late notebooks will result in a drop of one letter grade for each day it is late (including non-class meeting days - for example, if you are absent from class and don’t turn it in until the next time class meets, it is actually 2 days late due to the block schedule).

**Participation and Professionalism (3%)**
Participation is an integral part of the class and will consist of everyday class participation, individual and group activities, presentations, formal and impromptu speeches, and other activities. In addition, all projects, discussions, reflections, and significant written assignments (not the assessment essays) will be given a professionalism grade. Although I allow students to make-up work for full credit, I also want to reward those students that turn work in on time. Therefore, the professionalism grade will be a “separate” 10-point grade at the time that work is turned in.

- 10 points = Work was turned in COMPLETED on time.
- 5 points = Work was turned in on time but incomplete (less than 60% done) OR was turned in within one week of the due date
- 0 points = Work was turned in more than one week late.

**Extra Credit**
Each unit students will have the opportunity to complete 1 or 2 extra credit projects that will be due the period before the unit test. These extra credit projects are designed to give students a chance to go into more depth on certain topics, review relevant course concepts, and study topics that I perhaps will not get to in class (for example, art history). Students are STRONGLY ENCOURAGED to take advantage of these extra credit opportunities throughout the semester as there will be no extra credit on the unit tests. All extra credit combined will add no more than 3-4% to a student’s overall grade depending on the quality of the work. All extra credit will be recorded in the professionalism category of their grade and will not be added until the end of the semester.
A Final Comment on Grades

Each year, there are always a few students that are asking for more work that they can do to bring up their grade. Please be aware that I have a very firm policy that I will NOT do this. I will not allow one student to do extra work when all students are not given the same opportunity. Therefore, please do not ask me for extra credit or to “bump” your grade up at the end of the semester. **The grade you earn is the grade you earn and I do not “round up” or “bump” grades.** If you earn an 89.95% in the class, you will get a B+ not an A-. It’s important as educators that we are consistent in our grading and therefore you should not expect small adjustments for any reason.

Expectations

Diversity is not only valued in my classroom but also at West Ranch as a school and in the Hart District in general. Diversity is also a shared value of American Society. We would not be the nation we are without the key elements of diversity and tolerance. Students are expected to respect each person’s beliefs, rights, and opinions. At West Ranch High School our goal is to create a diversity sensitive environment for equitable results. As a teacher I will not condone or allow expressions of hatred, racism or insensitivity by students or any adult. We will deal with some controversial topics including, but not limited to, religion, politics, sexuality and gender, living conditions, and cultural and intellectual movements. **The subject matter in this class requires a mature student who is willing to listen to and respect opposing points of view.** Any student whose behavior does not reflect the required maturity will be asked to withdraw.

As your teacher, here is what you can expect from me to help you succeed in this course:

1. I will be prepared to teach each day.
2. I may not know the answer to every one of your questions but I WILL find you an answer.
3. I will teach the College Board approved curriculum.
4. I will prepare interesting and engaging lessons.
5. I will be available during Tutorial (and at lunch by appointment) if you need extra help.

Here is what you, as a student, can do to be successful in my class:

1. Come to class on time, prepared to learn each day. Informed discussion and questions are the keys to a lively, interesting, compelling class.
2. Complete your classwork and homework efficiently and on time.
3. Use the class website to get work you missed due to absence.
4. Come to Tutorial if you need help.
5. Take responsibility for your learning.

As parents you can help your student by:

1. Taking an interest in your student’s studies.
2. Talking with your student each night about what they learned in school and ask to see their notebooks.
3. Helping your student develop good time management strategies.
4. Working with your student to set realistic goals for success.
5. If you see that your student is having difficulties in a class, please intervene immediately – contact me and encourage your student to attend Tutorial each morning from 8:00 a.m. to 8:20 a.m.
6. Attending Parent Advisory Council (PAC) meetings and other school events.
Acceptable Use Policy for Electronic Devices

I will be allowing students the option of using a cell phone or tablet as a personal learning device (PLD) as a means to enhance their education. In addition, students will regularly be using the computer lab and Chromebook cart for technology-based learning.

The purpose of this policy is to ensure that students recognize, to quote from Spiderman, “with great power comes great responsibility.” The power to use technology in the classroom and in the computer labs carries with it a responsibility to use it appropriately. Technology is also constantly changing so it is possible that during the course of the year, additional rules regarding the use of PLDs and computers may become part of this policy. Every student is expected to follow all guidelines, written or orally given, and to demonstrate responsible and ethical behavior.

General Usage (this policy applies to devices used in the classroom and the school computers)
1. Student use of a PLD must at all times support instructional activities in the classroom. Students are expected to use their technology devices in a professional manner, in a way that supports the educational mission of our classroom and of the school.
2. Games, music, or other entertainment on a PLD or school computer is prohibited in the classroom and our labs.
3. The use of any electronic device for photography, audio recording, or video recording is prohibited unless such activity is explicitly approved in each instance of use by your teacher.
4. Personal communications via a PLD are prohibited unless explicitly approved by your teacher for educational purposes.
5. All audio must be muted and **headphones are prohibited** during instructional time unless such activity is explicitly approved in each instance of use by your teacher.
6. There are times when use of PLDs during class time will be permitted, and other times when it is not. If your teacher or a guest teacher asks a student to put his/her PLD away, the student must comply immediately and without question.
7. Students who choose to use their cell phones/tablets as a PLD in the classroom assume all liability for its use. **Standard text message and data rates apply.** Neither your teacher, West Ranch High School, nor the William S. Hart Union High School District shall be held responsible for cell phone charges, or if the device is lost, stolen or damaged.
8. Students are responsible for any damage they cause to a school computer. Students are expected to sit in their assigned computer lab seats (or use their assigned Chromebook) and report any technology issues before beginning their own work. Failure to do so will result in the student being held responsible for any damage.
9. **PLD use shall be permitted only when your teacher is in the classroom.** When there is another teacher or substitute teaching the class, no electronic devices of any kind are permitted unless specifically directed by the substitute lesson plan.

Consequences of Misuse of Personal Learning Device
If a student fails to comply with these guidelines, the privilege of using a PLD or school computer may be suspended for the remainder of the grading period or permanently.

Supplemental Learning / Videos Policy

Throughout the year, videos will be shown which will enhance the curriculum and give students a visual representation of the material being studied. **Although unlikely, if a full-length movie is going to be shown that is rated higher than PG-13 a letter will be sent home and students will need parent permission to view the video.** However, a permission slip will not be sent for G or PG movies or documentaries and PG-13 excerpts used in class. **If you have questions or concerns regarding this video policy, please contact me as soon as possible.**

I will also be using the very popular Crash Course series available on YouTube and encouraging students to view the videos as well to support their learning. The videos (10-15 minutes each), created by John and Hank Green, bring rigorous content to students in a fun and helpful manner. Students will often be assigned these or other videos as part of their homework and will be required to answer questions associated with them.
Communication

I’m asking that all students (and parents if you are interested) connect through REMIND. This is an app that allows communication between teachers, students, and parents. I’m new to using it this year but hope that it will help keep students and parents up-to-date and on-task for this course. It also gives you a chance to easily message me with questions. We will be setting up REMIND accounts at the start of the year. I strongly encourage you to use this tool to be proactive with your education.

In addition to Tutorial from 8:00-8:20 each morning, I am in my classroom MOST days at lunch to help students that have questions or need to make-up work or tests. However, it is strongly recommended that students make an appointment if they need to come in at lunch to make sure that I will be there.

I am happy to provide answers and clarification for all of my students and their parents. The most effective way to contact me is through email. If a student has a question regarding homework, please do not assume that I will be checking my home email after 8:00 PM. If you do not have access to email, I can be contacted at school at 222-1220 x1411

(School Email): kpovletich@hartdistrict.org
AP World History
West Ranch High School

2017-2018
Course Syllabus Contract
K. Povletich

Please review this course syllabus thoroughly as it outlines the expectations and grading for the course. I will be highlighting the key points at Back-to-School Night on Tuesday August 29th so parents are strongly encouraged to attend.

By signing below you agree that you have read the AP World Course Syllabus and understand all that is expected. You are aware of the guidelines and intend to follow them at all times. You agree to the Grading Policy, Video Policy and Acceptable Use Policy for Electronic Devices as stated in the syllabus.

Print Student Name: ___________________________________________  Period: _________
Student Signature: ___________________________________________  Date: ____________

Print Parent Name: ___________________________________________
Parent Signature: ___________________________________________  Date: ____________

Please list any other information that would be important for me to know in order to help make this a successful semester for you (for example, you have difficulty seeing from the back of the room, you prefer to sit in the front/back, you have family commitments outside of school that may prevent you from completing your work, or any other information you think may be helpful).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please sign and return this page by Thursday, August 17.
Thank you!