

## **COURSE SYLLABUS & EXPECTATIONS:**

### **GLOBAL HISTORY & GEOGRAPHY**

#### **MRS. MYERS**

**SPECIAL NOTE:** Welcome! This year we are going to learn many great things from each other. Our classroom will be a place where we all feel comfortable enough to express ideas and thoughts. I will guide you through these ten months to reach your goals. With respect, cooperation and understanding we will have a prosperous year.

**OVERVIEW OF THE COURSE:** The Global History & Geography course revolves around the idea that we live in an interdependent world and that no nation can isolate itself from the world. Events that occur in other nations impact our lives and the way we live. So to have a greater understanding of our own history and growth, it is important to know world History and understand the events that are happening in the world today.

I have designed this course to help students increase their confidence in reading and writing as well as the content and concepts encountered in the Global History & Geography curriculum. The course focuses on developing skills that my students will need to demonstrate their knowledge of Global History. These skills specifically include reading, writing and listening for information, analyzing photographs and maps for information, demonstrating comprehension through writing and oral presentations. Students will conduct self-directed research projects and produce written reports on historical figures and events. Evidence of my students learning will be assessed through these skills. Learning strategies will be incorporated into my lessons to help my student understand and remember information. By the end of the course, my students will have gained a valuable inventory of learning strategies that will be useful not only in Global History but also in other content area requiring reading, writing and listening comprehension.

My lessons will be carried out in the following five phases

1. Students will engage in activities designed to activate their prior knowledge, develop essential content vocabulary and stimulate their curiosity about the topic to be studied. (activities will incorporate a learning strategy).
2. I will then provide new information about the history of the world (information will be given through diverse material to reach my diverse learners).
3. Students will then engage in activities that further their understanding of the concepts presented in the information. (activities will incorporate a learning strategy)
4. Students will then think about what they have learned and assess how well they have internalized the concepts presented in the information. (activities will take place in groups or individually depending on the students learner style)

5. Students will think in depth about historical events and apply the lesson of history to their own lives.

I will be using diverse Global History text books in my course. I will also require that my students read, view and listen to current local and international news. Students will enhance their research and literacy skills while appropriately using technology. My students will also be reading a wide variety of articles that highlight people and events notable to the growth and expansion of the world. They will appreciate the diversity of the classroom and seek to understand other points of views and cultures by reading a variety of literature from different time periods, cultures and that present different worldviews. Student will be exposed to experiences much different form their own. From all the readings, my students will be encouraged to make connections between themselves, the past and how it affects the present.

As you may know, the Global History and Geography courses given in High School are part of a required K-12 social studies program in New York. After the two-year course New York State requires that all High School students take a Regents examination. The Regents will include material from both years. Consequently, it is very important that you extend yourself to ensure that you successfully complete the course and pass the Regents exam.

To ensure students success on the Regents exam I will incorporate test-taking strategies in to my lessons.

The Strategies are as follows:

- \*How to Remember Important Information
- \*Interpreting Different Types of Data
- \*How to Answer Multiple-choice Questions
- \*How to Answer Thematic Essay Questions
- \*How to Answer Document-Based Questions

After each unit you will be assessed using multiple-choice, thematic and document-based essay questions. Students will also be assessed by completing research papers, individual projects and presenting oral reports.

**PROCEDURAL KNOWLEDGE OBJECTIVE:** Upon completion of this course students will have:

- Improved both oral and written communication skills
- Integrated the study of Global History with computer applications
- Developed skills in opinion formulating and critical thinking
- Enhanced student ability to work as a contributing member of a cooperative group
- Develop the ability to analyze, interpret and synthesize primary documents
- A clear understanding of the Regents Exam format and standards

**STUDENT EXPECTATIONS:** To ensure success in this course students must:

- keep up with all work assigned and make up any missed work
- complete and hand in an entrance/exit ticket before and after each lesson
- Study and go over notes or reading every night
- Participate and voice opinion during class discussions, debates and essays
- Attend class every day and be on time
- seek extra help if there are any problems
- Come to class prepared and ready to work
- Respect school property, fellow peers and themselves

**MATERIAL NEEDED:**

**-100 SHEETS OF LOOSE LEAF PAPER**

**-1 NOTEBOOK**

**-PEN/PENCIL**

**-NEWSPAPER AND/OR ACCESS TO BBC NEWS, CNN, LOCAL TV OR RADIO NEWS**

**STUDENT EVALUATION:** With higher standards set and a Regents Examination to be given at the completion of this course, it is very important that any evaluation of student progress reflects these objectives. Therefore a portion of the student's grade will be based on Mock Regents results.

- 40% Classwork and participation
- 40% Exams and Quizzes
- 5% Homework
- 10% Mock Regents/Mid Terms/Finals
- 5% organizational Skills

When assignment is received on its due date student will be graded out of 100%. Each day after the due date student will be graded out of 10% less until the assignment is received. Missed exams can be made up or receive a incomplete grade. If student is absent and miss notes and assignments they may use a classmate notes to complete assignments and hand them in as soon as possible. Students and parents can view grades and assignments on SKEDULA.

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\*Special note to parent/guardian: In order that you better understand the objectives, expectations, procedures and policies for this course, I would appreciate if you review this with your son/daughter and then sign on the space provided. By doing this, all interested parties of your son/daughter's education will understand the common goals we share. If there are any questions in regards to this, please feel free to call me at 718 860-1385.

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Student Signature

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Parent/guardian signature

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