

## Temescal Canyon HS \* AP World History

Mr. Evans

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Welcome to my class! I am very happy you decided to challenge yourself with an AP course. I hope to make your time in class an enjoyable experience. If there is anything I can do to help you in my class or at Temescal Canyon High School in general, do not hesitate to talk with me.

### Course Description:

AP World History is an academically rigorous study of mankind's existence on this planet for the past ~10,000 years. AP World History is an "elective" course (you have all chosen to be here) that is a college-level class taught with college level readings and with college-level expectations... in other words, the most challenging course most of you have ever taken. AP World History is a two-semester program that follows a course of study similar to that of a college introductory course in World History. It mimics a college course in that most of the assignments will be readings/discussion. To understand history, it is important to study not only the events that occur in time, but the methodology of those events. It is one of my goals to give students the tools to obtain a solid score on their AP test, which could amount to credit for a 3-credit college course. Strong writing skills and advanced cognitive aptitude are required to succeed on the college level and it is for this reason that these skills will be emphasized in this course.

### Rules, Responsibilities and Expectations:

- Respect. Respect yourself and others. When I am talking, you are listening. When you are talking, the class is listening.
- Arrive **on time** and be prepared prior to bell. If you have an assignment due be ready to turn it in. If we have a discussion, be prepared to discuss. **Always** have a pen/pencil and paper ready.
- Work with your group. There are 4 groups in the class and seating charts will be randomized every unit. It is essential to discuss, increase content knowledge and depth of understanding. Success in the class is predicated on effort towards true learning.
- Take care of this room - if you make a mess clean it up, put back everything where it belongs, and be considerate of the work of others if posted on walls.
- Students have weekly homework including reading and taking notes. Notes are due every Tuesday before class starts.
- Website will be updated frequently with assignments, videos, additional resources, etc. Please check frequently for daily updates.

### Class Routine:

The structure of the course is set up to encourage greater historical thinking skill development through content.

- **Monday** is for skill-building, such as crafting historical arguments from historical evidence (thesis development, essay structure), chronological reasoning, comparison and contextualization, historical interpretation (document analysis), or note-taking strategies.
- **Tuesday** begins with a small multiple-choice reading quiz/pre-test (15 minutes). Following the reading quiz/pre-test, students will participate in a brief activity, lecture, or supplemental reading.
- **Wednesday/Thursday**, students will participate in discussion, document analysis, content understanding, project work, content tutorials, etc.
- **Thursday** at lunch is tutoring for both AP World History and CP World History.
- **Friday** is a test day. Tests will combine both multiple-choice questions with written responses (short answer, essay, document analysis, thesis statements, etc.). Weekly tests will be in large groups except for Unit Tests.

### Main Text:

Students will be asked to take notes out the main text. Students will be taught at least three different note-taking methods throughout the year, but each method will incorporate three distinct elements:

1. Note-taking consisting of a thesis, main section ideas, and evidence.
2. SPICE Reflection, using the five themes to write how the chapter illustrates each theme in a coherent paragraph
  - Social – Development and Transformation of Social Structures
  - Political – State Building, Expansion and Conflict
  - Interaction – Interaction Between Humans and the Environment
  - Cultural – Development and Interaction of Cultures
  - Economic – Creation, Expansion and Interaction of Economic Systems
3. Clear review and revision of notes.

**Grading System:**

You will have a heavy workload for my class (mainly reading and note taking) that will need to be completed at home. It is your duty to keep up with the readings, notes, and notecards. Lack of preparation can seriously impact your grade. This is a college level class and the workload is meant to help you navigate this difficult course

**Weighted Grade Categories:**

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|-----------------|-----|
| • Class Work    | 15% |
| • Homework      | 15% |
| • Tests         | 25% |
| • Writing       | 25% |
| • Participation | 10% |
| • Final         | 10% |

**We will adhere to the following grading scale:**

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|----------------|
| • 100%-90% = A |
| • 89%-80% = B  |
| • 79%-70% = C  |
| • 69%-60% = D  |
| • 59% - 0% = F |

**Absent Work / Late Policy:**

- If you are absent (excused) on the day something is due, the assignment will be due when you return to class.
- Assignments are late if not turned in on the due date. Any assignment can be turned in late if it is **complete**. Late assignments will be marked off 40%. If there is an issue, talk to me.

**Parents/Guardians:**

My goal as an educator and teacher this year is to help students think critically, communicate effectively, and build crucial skills for post-secondary life. I want to help students become life-long learners not only about their studies, but also the world around them. By creating an educational experience where students are challenged to think critically and demonstrate their thoughts, I hope to enable students to strive to be successful and to build foundational skills for success later in life. The transformation to a life-long learner and independent thinker does not happen automatically and it does not happen without student effort and determination. I will do everything within my power as an educator to educate and assist your student but learning requires that both the student and I are doing what is expected. Please review this syllabus with your student, and then please have both you and your student sign below and return this form as soon as possible. Please contact me with any questions or concerns at any time. Email: [tyler.evans@leusd.k12.ca.us](mailto:tyler.evans@leusd.k12.ca.us)

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Print Student Name

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Date

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Print Parent/Guardian Name

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Date

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Student Signature

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Parent/Guardian Signature

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Student Email

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Parent Email

**Questions for Parents/Guardians**

Is there anything that I should be aware of that may prevent your student from learning in class?

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Are there any questions that I can answer for you?

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