

**Instructor:** Mr. Curry**E-Mail:** MCurry4@schools.nyc.gov**Meeting Dates & Times:** Band meeting times are below**Schedule by Class Bands:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>B.</b> 8:55-9:45AM <b>C.</b> 9:50-10:40 AM <b>G.</b> 1:30-2:30 PM	<b>B.</b> 8:00-8:50 AM <b>C.</b> 1:30-2:30 PM <b>G.</b> 9:50-10:40 AM	<b>B.</b> 8:55-9:45AM <b>C.</b> No class <b>G.</b> 1:30-2:30 PM	<b>B.</b> No class <b>C.</b> 1:30-2:30 PM <b>G.</b> 9:50-10:40 AM	<b>B.</b> 9:50-10:40 AM <b>C.</b> 12:35-1:25 PM <b>G.</b> No class

**Course Overview:**

Welcome to Global History and Geography 1! This course is year one of a two-year course that prepares you to take the New York State Global History and Geography Regents Exam – a requirement in this state for graduating from high school. As scholars of Global History and Geography, you will learn more about the world. You will learn how to analyze historical events and historical figures to understand the history of the major impact has had on our world today. You will also learn where people and places are located on the world map and how this affects our world today.

Please keep your Global 1 teacher contact information for your records. Throughout the year, the teacher will communicate with you regarding your performance in class through one-on-one conversations, progress reports, phone calls home, and/or conversations with advisors. Students and parents/guardians are highly encouraged to email or call the teacher if there are any questions or concerns.

**Course Narrative**

Unit 1 Historical thinking	Unit 2 The First Civilizations	Unit 3 Classical Civilizations	Unit 4 Political Powers	Unit 5 Social, Cultural Growth and Conflict	Unit 6 Ottoman and Ming Pre-1600	Unit 7 Transform of W. Europe & Russia	Unit 8 Africa and the Americas Pre-1600	Unit 9 Interactions and Disruptions
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**Unit Sequence**

<b>1st. Introduce Unit and Essential Questions</b>	<b>5th Close Read with Primary Source</b>
<b>2nd. Vocabulary Introduction</b>	<b>6th Enduring Issues Check-Ins</b>
<b>3rd. Geographic and Historical Context</b>	<b>7th Unit Synthesis Task</b>
<b>4th. Content Background Lessons</b>	<b>8th Performance Task</b>

**All Units will End of Unit Regents- Aligned Assessment**

**Course Objectives Based on the NYS Standards:****Upon successful completion of this course, you will be able to:***(In Knowledge, Skills, and Dispositions)*

1. Describe events, people, and places of historical importance in global history
2. Develop skills in expressing themselves both orally and in writing
3. Examine the contributions of culturally diverse groups to the formation of the modern world
4. Learn to analyze and critically evaluate ideas, arguments, and points of view
5. Acquire an interest in learning more by asking their own questions and seeking answers
6. Demonstrate awareness of interpretive differences
7. Develop an interpretation based on evidence

Evaluation	Percentage
Map Quiz	10
Writing Assignment # 1	10
Writing Assignment # 2	10
Writing Assignment # 3	10
Pop Quizzes (5)	10
Mid-term Exam	20
Final Exam	30

Total 100

**The grading scale for the course will be as follows:**

93 – 100% = **A** 90 – 92% = **A-**; 87 – 89% = **B+**; 83 – 86% = **B**; 80 – 82% = **B-**; 77 – 79% = **C+**; 73 – 76% = **C** 70 – 72% = **C-**; 67 – 69% = **D+**; 63 – 66% = **D**; 60 – 62% = **D-**; 59% and below = **F**

**Lack of Professionalism:**

Breaches of professional conduct are serious. Persistent lack of professionalism will result in significant consequences, including *increasing* grade penalties and serious jeopardy of a failing course grade. A pattern of infractions may also result in a formal meeting with the course instructor, parent, and Administrator.

**Attendance:**

Arriving late to class will result in a **-2 class point reduction automatically.**

Repeated offenses will result in a conference between the instructor and student parent. It is important for other students that instruction is not interrupted by latecomers. Missing three (3) class periods without the prior permission of the instructor or without a documented emergency will result in a drop in grade, and five (5) unexcused absences will result in a failure in the course.

**Cell phone Use:**

Use of your cell phone shall only be used in class **when permitted**. In addition to research purposes, this can be only during mindful moments in between lessons if not abused. Cell phone use in the class during instruction will not be tolerated. One warning and then your grade will be affected.

**Policy on Academic Honesty**

Students are expected to follow all academic honesty policies as outlined in the Global 1 syllabus. In brief, those policies specify, "*Any borrowing of ideas, terms, statements, or knowledge without clear and specific acknowledgment of the source is intellectual theft and is called 'plagiarism'.*" You may paraphrase those passages, but credit for the thought should be given to its author.

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Parent Signature X \_\_\_\_\_

Student Signature: \_\_\_\_\_

**(Another Grading System Let me know Which one fits our School)****Summary of Assignments & Grading**

<b>Class Components &amp; Assignments*</b>	<b>✓ Due Dates</b>	<b>Points</b>
In class & online participation, responses to readings, written responses to peers, and overall professionalism and participation	<i>Ongoing throughout the semester</i>	50
<b>Daily Performance Task</b>	Assessed Daily	20
<b>Unit Synthesis Task + Global quizzes</b>	<b>October 30th</b>	10
<b>Mid-term Project</b>	<b>March 27th</b>	10
<b>Final Research Project</b>	<b>June 11th</b>	10

**Essential Questions**

1. How do historians determine what happened in the past?
2. How do people respond to their environments?
3. How do civilizations gain, consolidate, maintain and lose power?
4. How do civilizations gain, consolidate, maintain and lose their power?
5. How do societies respond to increased diversity and interconnectedness?
6. Do the benefits of interconnectedness outweigh the costs? For whom?
7. How do civilizations gain, consolidate, maintain and lose their power?
8. How do new ideas and innovation spark change? Do these changes last?
9. How do civilizations gain, consolidate, maintain and lose their power?
10. Do the benefits of interconnectedness outweigh the costs? For whom?