ADVANCED PLACEMENT WORLD HISTORY COURSE SYLLABUS

Mrs. Chase

WHAT IS AP WORLD HISTORY?

Advanced Placement World History is the College Board college-level survey course that introduces students to world civilizations and cultures. The course guide for this class is the College Board’s AP World History course description. A student’s performance on the AP World History exam (offered in May) determines a student’s eligibility to earn up to six hours of college credit. Course curriculum, materials, and expectations are designed to prepare students for the rigorous three-hour exam.

COURSE PHILOSOPHY: WHY TAKE THIS COURSE?

AP World History is a superior preparation for college. While our goal is that you will all receive acceptable scores of threes or higher on the May exam for credit, additional goals include preparing students for eleventh grade AP US History and the PSAT and SAT college placement exams.

My wishes are that you learn to think critically and write as a good historian would. An additional desire is to open your eyes to the world.

All students who want to try these classes are welcome provided you understand that we will read extensively and write frequently. I will provide assistance and tutorials if help is needed. And I do believe students with learning challenges can prosper in this class and am willing to make accommodations to meet special needs for students.

COURSE PURPOSE

The purpose of the course, however, extends beyond the possibility of earning college credit by providing students with the opportunity to develop skills and knowledge that will form a useful foundation for college studies. A recent study of this “AP Effect” reported the following results:

AP students are:

* Better prepared academically for college
* More likely to specialize in majors with tougher grading standards
* More likely to complete more college course work
* More likely to take subjects in their AP subject area
* Likely to perform significantly better over four years of college course work
* More likely to be superior in terms of leadership
* More likely to make significant accomplishments in college
* Twice as likely to do graduate level studies

COURSE DESCRIPTION

The tenth grade AP World History course begins with the period “to 600 BCE” and ends in the present day. The class is broken down into manageable periods and the class will also focus on mastery of skills critical to the May AP World History exam. Students will address the higher level thinking skills, or Habits of the Mind, and themes common to Advanced Placement Social Studies classes as well as the PSAT and SAT admissions tests.

Every part of the AP World History course assesses habits of mind as well as content. Students will take multiple-choice tests and write essays which will include studying maps, using graphs, analyzing art works, and interpreting quotations. Other aspects include assessing primary data, evaluating arguments, handling diverse interpretations, making comparisons, and understanding historical context.

THE FIVE THEMES OF WORLD HISTORY

1. Interaction between humans and the environment
2. Demography and disease
3. Migration
4. Patterns of settlement
5. Technology
6. Development and interaction of cultures
7. Religions
8. Belief systems, philosophies, and ideologies
9. Science and technology
10. The arts and architecture
11. State-building, expansion and conflict
12. Political structures and forms of governance
13. Empires
14. nations and nationalism
15. revolts and revolutions
16. regional, transregional, and global structures and organizations
17. Creation, expansion, and interaction of economic systems
18. agricultural and pastoral production
19. trade and commerce
20. labor systems
21. industrialization
22. capitalism and socialism
23. Development and transformation of social structures
24. gender roles an relations
25. family and kinship
26. racial and ethnic constructions
27. social and economic classes

CLASS STRUCTURE AND EVALUATION

Students who take this course should realize that AP courses are taught and graded at the college level. Consequently, the courses exceed the demands and expectations for typical high schools courses. But the class is truly manageable and I am aware that you have other classes and extracurriculars.

1. Class structure

We have a block. Our classes will meet two times a week for 90 minutes each and 45 minutes on Friday. A typical day will include a warm-up exercise, followed by two different activities. One will usually involve a lecture for around 25 minutes and the third time block will be an exercise to check your understanding of the content. There will be no time to do homework in class so come with your assignments completed. All work assigned is due at the beginning of class.

1. 6-weeks grades and exercises (indicates amount each nine weeks and their weights).
2. 80% Grade Summative
3. All timed (40 min. to one hour) in-class essays
4. Three weeks’ tests
5. Notebook grades
6. Geography tests
7. Mastery checks and quizzes
8. 20% Grade Formative
9. Daily writing exercises
10. SOAPPS-Tone, OPTIC exercises
11. Individual assignments including outlines
12. Notebooks and Spirals

Students will keep both a class notebook, 2 writing spirals (which are critical for test preparation).

Notebooks should be kept in chronological order, corresponding to chapters read each nine weeks. The divisions should be: handouts ( including the syllabus and rules), outlines, daily work, SOAPPS-Tone, OPPTICS, C/E, and reading exercises, returned work such as tests and quizzes, all writings, and geography and map work.

The first spiral is for writings. The second is for notes. I recommend taking notes in a spiral to keep them all together. Please date your notes. The spirals should have 3 holes to be able to put them in the notebook.

QUIZZES, EXAM FORMAT, AND GRADING

FOUR answer choices in 55 minutes. All tests are chronological in progression and will contain 20 questions based on older but related content and 50 questions based on new but untested content. Always retain and study old exams.

Most quizzes will be written, some may be multiple choice. I can give quizzes without warning but will usually give a 5-questions written quiz the week after a reading assignment.

All essays will be graded with the official College Board AP World History rubrics. Short writing assignments will use a rubric modeled on the official rubrics.

My website is chasingsocialstudies.weebly.com. There is a calendar under the World History tab that will always be updated every Friday beginning when school starts.

EXTRA CREDIT

Will be determined upon an individual basis.

THE MAY NATIONAL EXAM

The AP National Exam is in May. The test is cumulative and comprehensive covering material from the year.

Students should maintain a notebook, participate in after-school reviews, form student study groups, and work their review books. Final responsibility for preparing and passing the exam is of course yours.

REQUIRED TEXTS

Our primary text is *Traditions and Encounters: A Global Perspective on the Past* by Jerry Bently and Herbert Ziegler (2000). The ISBN is 0-07-004923-8.

An additional required text is *World History: The Big Eras – A Compact History of* *Humankind for Teachers and Students* by Edmund Burke III, David Christian and Ross Dunn. The ISBN is 978-0-9633218-7-9. However, you do not have to buy the text because the entire sourse is on-line at *World History for Us All*. All reading will be done on-line.

Various articles of which I will email to you for discussions or quizzes in class.

SUPPLEMENTARY TEXTS

While your readings are from the assigned text, many of my outside readings and lectures will be based on materials from *World Civilizations: The Global Experience (5th Edition)* by Peter N. Stearns. The ISBN is 0-321-391926-6.

You do not have to purchase these books. I will make copies as needed.

HISTORIOGRAPHY

All professors utilize primary as well as secondary readings (sources) in their classes. In college, students are expected to supplement their textbook with readings that study multiple perspectives about topics critical to world history.

Each unit will have writings and presentations by prominent historians about topics we are studying. These historiographical approaches will come from *Bridging World* *History,* and on-line source. Students will be expected to read these articles and analyze their presentations. We will have classroom discussions and through Socratic Dialogues debate their contributions to the study of world history or their understanding of historical processes.

READERS

I will supplement your text with primary sources including historical documents, charts, graphs, maps, and visual documents. You do not have to purchase readers as we will use on-line sources and websites.

Most of the historical documents, which we will analyze, will come from The Internet History Sourcebook Project: <http://www.fordham.edu/halsall/>.

STUDY GUIDES

Please use the test preparation guides. There are many good ones on-line. We will find those together at a later date. Also, please use all the resources available on the College Board website.

I recommend purchasing a study guide like Princeton Review or any others. You can often find them at Half Price Book stores, or even online.

COLLEGE BOARD AND THE COURSE GUIDE TO AP WORLD HISTORY

All students have access to a copy of the official AP course guide. This information is available on-line at <http://www.collegeboard.com/ap>. The course website is AP World History. Visit the sites often.

**Discipline:**

If a student is having a hard time following the rules, there are steps that I will take in the classroom to help the student back on track:

1. Warning
2. Promise letter home
3. Phone call home
4. DPS
5. Referral to administrator

However, I prefer a reward system:

1. Many verbal compliments
2. Letters home to parents about the good things a student does
3. Good phone calls home
4. PRS

This syllabus is subject to change.

ADVANCED PLACEMENT WORLD HISTORY COURSE, 2014-2015

To Mrs. Chase,

I have read the syllabus and course description for AP World History. I have also studied the website for further rules. I understand my responsibilities in this course, the requirements to be successful, and that there will be more work than in a typical class. I will do my best to abide by class expectations.

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Student Date

I/we have read the course syllabus for AP World History. I/we understand the long-term benefits of the intellectual development offered by this course, and support my/our student’s enrollment in this course. I/we have also read the class rules and will do my/our best to have our student abide by class expectations.

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Parent/Guardian Date

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Parent/Guardian Date