

## Course Outline

“The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.”

*From the AP World History College Board course Description*

Advanced Placement World History is designed to prepare students for college courses by making rigorous demands similar to a college survey course. In this class, students will develop a greater understanding of the evolution of global processes and contact including interactions over time. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies.

Perhaps the greatest skill that students will learn this year is **TIME MANAGEMENT**. I know that most students have a lot of extra-curricular activities (football, soccer, dance, piano, language lessons, etc.) in addition to their school work. AP classes require a lot of dedication and a lot of student time. To succeed in this class students will learn how to manage their time in an effective way that allows them to spend enough time to master the content of this course. We have 800 years of history to cover this year, and students will be expected to read about a chapter of their textbook every week.

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In this class *students will not be judged on what they know, but how well they can communicate what they know*. This is a skills based class. Daily activities will focus on the mastery of a selective body of factual knowledge and the development of analytical skills required for success on AP World History examination. Critical writing and thinking skills are developed through, but not limited to the evaluation of primary and secondary sources, oral presentations, short essays, and research assignments.

## Course Content

Units	Chronological Period*	Exam Weighting
<b>Unit 1:</b> The Global Tapestry	c. 1200 to c. 1450	<b>8–10%</b>
<b>Unit 2:</b> Networks of Exchange		<b>8–10%</b>
<b>Unit 3:</b> Land-Based Empires	c. 1450 to c. 1750	<b>12–15%</b>
<b>Unit 4:</b> Transoceanic Interconnections		<b>12–15%</b>
<b>Unit 5:</b> Revolutions	c. 1750 to c. 1900	<b>12–15%</b>
<b>Unit 6:</b> Consequences of Industrialization		<b>12–15%</b>
<b>Unit 7:</b> Global Conflict		<b>8–10%</b>
<b>Unit 8:</b> Cold War and Decolonization	c. 1900 to the present	<b>8–10%</b>
<b>Unit 9:</b> Globalization		<b>8–10%</b>

## World History Themes and Student Objectives Course Themes:

Students will identify the broad patterns and processes that explain change and continuity over time:

**THEME 1: HUMANS AND THE ENVIRONMENT** - The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS** - The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**THEME 3: GOVERNANCE** - A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

**THEME 4: ECONOMIC SYSTEMS** - As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION** - The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

**THEME 6: TECHNOLOGY AND INNOVATION** - Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

## The Three C's of World History

1. Comparison - 'Seeks to identify the similarities and differences in the experiences of the World's people'
2. Connection- 'Effort to counteract a habit of thinking about particular peoples states or cultures as self-contained and isolated communities'
3. Changes- 'In World History, it is the "big picture" changes - those that impact large segments of humankind'

## Course Grading and Requirements

Tests/Quizzes 40%, Essays 20%, Projects 20%, Homework/Classwork 20%

1. Homework assignments are designed to reinforce material covered in class or to prepare for the next day's work. Written assignments will be collected or checked off for a grade.
2. Essays are a critical part of this course and require students to master three specific skills: document analysis, comparative analysis, and change-over-time analysis. Practicing these skills leads to success on the AP exam while improving writing skills in all subject areas.
3. Quizzes will be given throughout each unit. These may be in either multiple choice or essay format.
4. Examinations are given at the conclusion of each unit and include a variety of questions designed to assess students' mastery of the materials and skills taught in each unit. These will include a combination of short answer, short essay, and essay questions, some of which will be based on documents, maps, graphs, etc.
5. All students in AP World History must maintain a three-ring notebook. Students must have a section for notes, tests, quizzes, handouts, maps, homework and essays.
6. Class participation is an important part of AP World History. Students are expected to participate in all class discussions, seminars, and debates. Additionally, absences and tardies will be reflected in the participation grade as well as other off-task behaviors such as talking off topic, doing other class homework, writing notes to classmates, or in not participating at all during a class or classes.
7. I will follow the school policy for cheating. Please see your school handbook.

## Assignments

1. Homework is due in the class at the beginning of class. If a student misses a class because they were late to school or dismissed early, then they are responsible to hand in their assignment that same day.
2. Students that were excused absent for a class may turn in the assignment that was due as well as the assignment they missed (by being absent) the next time the class meets. Students are responsible for getting notes and assignments. Students who are absent for multiple days will have the same number of days to turn in work that was due during the excused absence.
3. If a student is truant, his/her assignments will not necessarily be graded.

4. Any assignment not turned in on time may be turned in by the end of the next calendar school day for partial credit (50% deduction). Write "Late" at the top of the assignment.
5. Remember that homework is not just checked for "completion" so a late assignment might earn less than 50% if incomplete or lacking in quality of work.
6. In class essays are handwritten, on filler paper, in blue or black ink only. Essays assigned for homework shall be typed. Keep in mind that you will not have a word processor during the AP Exam so your handwriting must be legible!

### Media Permission

Throughout the course of the year, units will be accented with video clips. Units may include video clips that do contain graphic images of death (for example, *Schindler's List*, *Hotel Rwanda*.) The video clips *will not* contain sexual situations. I also like to include contemporary clips that might contain objectionable language. While I do not advocate using bad language, it is a sad fact that society's norms have shifted and language that might be considered offensive in the past is used frequently. On rare occasions I will deem objectionable language acceptable for classroom use if the focus is the message that is being conveyed, and not bad language that is being glorified. If you do not want your child to watch videos that contain images of death or might have bad language, please indicate on the signed form. Your child WILL NOT receive any sort of lowered grade by opting out of video clips. In addition, every student, parental permission or not, will be given the option to go to another class for the period of time any graphic video clips are shown. If you have questions about specific video clips, please contact me.

I have read, understood, and will abide by all of the provisions of the entire Advanced Placement World History syllabus.

\_\_\_\_\_  
Student Name and Period (Please Print)

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Signature and Date

Please check one of the following boxes:

- I do give my child permission to see images that may contain death or objectionable language.
- I do not wish to have my child see images that may contain death or objectionable language.