

Advanced Placement World History Syllabus 2011-2012

Course Description:

The A.P. World History course offers motivated students and their teachers the opportunity to immerse themselves in the historical developments and processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course offers balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. The content covered in AP World History is structured around the investigation of five course themes and nineteen key concepts in six different chronological periods, from around 8000 BCE to the present. These themes serve as unifying threads helping students to relate the uniqueness of each time period to the “bigger picture” of history.

The purpose of the AP World History course is to not only collect information about the past but to develop a structure for learning to think historically. Historical thinking skills acquired in this course will help students to develop deep understandings and relevant applications of historical knowledge. Periodization forms the organizing principle for dealing with change and continuity from any point to the present. Historiography is explored through the identification of various methods and approaches to history that historians have used to construct their accounts of the past. Historical Argumentation, the appropriate use of historical evidence, chronological reasoning, comparison, contextualization, historical interpretation, and synthesis are all historical thinking skills which will be addressed throughout the course.

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. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Course Resources:

Textbook:

Bulliet, Richard W. The Earth and Its Peoples: A Global History, 2nd Edition, Houghton Mifflin Company, New York, 2001. ISBN 0-618-00073-9.
(note: current edition available for teacher use)

Primary Sources:

Andrea, Alfred J. and Overfield, James H. The Human Record: Sources of Global History, Fifth edition, Volumes 1 and 2, Houghton Mifflin Company, NY, 2005
ISBN 0-618-37040-4

Sherman, Dennis; Grunfeld, A. Tom; Markowitz, Gerald; Rosner, David; and Heywood, Linda; World Civilizations: Sources, Images, and Interpretations, Third Edition, Volume 1, McGraw Hill, New York, 2002,
ISBN 0-07-241816-8

Secondary Sources:

Clark, Leon E., Through African Eyes, Volume 1, Apex Press, New York, 1991,
ISBN 0-938960-27-X

Video Series:

Millennium, CNN Productions – Time Warner, Burbank, California, 1999

War and Civilization, TLC, 1998

Pillars of Faith: Religions around the World, Cromwell Films, 1998

Patterns of Interaction: Cultural Connections Across Time and Place:
Video Series on DVD, McDougal Littell, 2005

Bridging World History, Oregon Public Broadcasting, 2004

Visual Sources and Video Clips that originate from the internet will include: art, political cartoons, photos, maps, charts, graphs, and anything else interesting or relevant to the course. (Example: Gapminder: The Beauty of Statistics: shows trends in world development.)

Themes: AP World History requires students to engage in the mastery of five themes which support the historical content of this course. These themes serve as the unifying threads throughout the course. The themes provide a way to organize comparisons and analyze change and continuity over time.

1. Interaction between humans and the environment (including: demography and disease; migration; patterns of settlement; and technology)
2. Development and interaction of cultures (including: religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
3. State-building, expansion and conflict (including: political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, trans-regional, and global structures and organizations)
4. Creation, expansion, and interaction of economic systems (including: agricultural and pastoral production; trade and commerce; labor systems; industrialization; and capitalism and socialism)
5. Development and transformation of social structures (including: gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

Periodization:

The course will have as its chronological frame the period from approximately 8000 BCE to the present.

Unit 1: Technological and Environmental Transformations –
Origins to c. 600 BCE (5%) [Aug. 29 – Sept. 16]

Unit 2: Organization and Reorganization of Human Societies –
c. 600 BCE to c. 600 CE (15%) [Sept. 19 – Oct. 21]

Unit 3: Regional and Transregional Interactions –
c. 600 CE to c. 1450 CE (20%) [Oct. 24 – Dec. 9]

Unit 4: Global Interactions –
c. 1450 CE to c. 1750 CE (20%) [Dec. 12 – Feb. 3]

Unit 5: Industrialization and Global Integration –
c. 1750 to c. 1900 (20%) [Feb. 6 – Mar. 16]

Unit 6: Accelerating Global Change and Realignment –
c. 1900 to the present (20%) [Mar. 19 – May 4]

Review for AP Exam May 17th
[May 7 – May 16]

Unit 1: Technological and Environmental Transformations – Origins to c. 600 BCE

Key Concept 1.1: Big Geography and Peopling of the Earth

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

*Key Concept 1.3: The Development and Interactions of Early Agricultural,
Pastoral and Urban Societies*

Classroom Topics:

Introduction to World History

World Regions

Hunter/Foragers and early human migration

Adaptation to differing environmental influences

Economic structure of Hunter/Forager society

The Neolithic Revolution and its effects on economic and social systems, and
environmental impacts

Foundational civilizations: Mesopotamia, Egypt, Mohenjo-Daro, Shang, Olmec,
and Chavin

Foundational cultural developments: law, language, literature, religion, art, and
architecture

Bronze Age states

Selected Activities and Assignments (not limited to)

Key Concept 1.1: Big Geography and Peopling of the Earth

Students will complete textbook reading assignments and reading quizzes as
enumerated below.

Students will create pre-maps and post-maps illustrating the concept of mental
mapping and World regions as identified by the College Board.

Students will view as an introduction to the concept of point of view and diverse
interpretations of Jared Diamond's "Guns, Germs, and Steel," and complete a
subsequent discussion and writing summary activity.

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

Students will complete textbook reading assignments and reading quizzes as
enumerated below.

Students will use of *Ishmael* a novel by Daniel Quinn (1992), pp. 68-9 and;
Ears of Plenty, Dec. 20th 2005, from The Economist print edition as an
introduction to the Agricultural Revolution – students will highlight
the most important statements.

Students will create chart comparisons between early civilizations through the
use of M.T. G.R.A.P.E.S. acronym (individual and group activity)

Students will analyze archeological evidence and what it suggests about
Mohenjo-Dara and Harrapan Civilization by use of internet sources,
discussion, and summary writing activity.

Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will be introduced to, and analyze primary documents (including the *Epic of Gilgamesh*, excerpts from the Egyptian *Book of the Dead*, the *Analects*, *Tao te Ching*; students will then use what they have learned to write a thesis statement for an essay linking environment to early religious beliefs.

Students will complete a document analysis activity leading to the interpretation of environmental influence on early civilizations.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
Prehistory and Neolithic Era	1 – 25	#1
The First River Valley Civilizations	28 – 64	#2
The Bronze Age, New Civilizations in The Americas and Western Eurasia	64 - 72 86 – 103 114 – 121	#3

**Unit 2: Organization and Reorganization of Human Societies –
c. 600 BCE to c. 600 CE**

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions

Key Concept 2.2: The Development of States and Empires

Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange

Classroom Topics:

The Rise of Classical Civilization: Greece, Rome, Han China, Gupta India

The development of major belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, Daoism, polytheism, and shamanism

Pastoral Nomadic migration and the end of the Classical Age: the Huns, Germanic tribes

Networks of exchange and the spread of belief systems

Silk Road trade networks

Early Urbanization and its impacts

Selected Activities and Assignments (not limited to)

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions

- Students will complete textbook reading assignments and reading quizzes as enumerated below.
- Students will engage in a silent discussion activity exploring the use of “civilization” as an organizing principle in World History
- Students will use of *the Torah* as an historical document to analyze how the Hebrews lived, including: foods, social structure, housing, clothing.
- Students will read the article by Dr. Sophie Lunn-Rockliffe: *Christianity and the Roman Empire* and answer the question: “In the space of a few hundred years, a small, often brutally persecuted cult rose to become the dominant religion of the West. How did it happen?”
- Students will utilize a chart comparison of Confucianism, Legalism, and Daoism through the interpretation of the basic tenets of each as they relate to modern social situations
- Students will use the Sherman and Grunfeld reader to compare the status of women in Greek, Roman and Chinese society; i.e.: “*Poem on Women*” by Semonides of Amorgos, and a picture of a 5th century Greek jar depicting the daily activities of Greek women with “A Confucian poem: *The Role of Women*”

Key Concept 2.2: The Development of States and Empires

- Students will complete textbook reading assignments and reading quizzes as enumerated below.
- Students will use the *Conrad-Demarist Model of Empire as a structure* for the writing of the comparison essay comparing Rome and Han China.
- Students will identify, evaluate, and compare the similarities and differences between the causes and consequences of the declines of the Han, Roman, and Gupta Empires.

Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange

- Students will complete textbook reading assignments and reading quizzes as enumerated below .
- Students will identify similarities and differences, and map the long distance trade networks in Eurasian world, including the Silk Roads, trans-Saharan routes, Indian Ocean routes, and the Mediterranean world.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
Greece	73 – 78	
	103 – 109	
	121 – 142	#1

Rome, Christianity, and China Through the Han Dynasty (comparisons)	145 – 160	
	160 – 170	#2
Classical India and Hinduism	173 – 189	
	190 – 194	#3
Networks of Communication and Exchange		
Silk Road		
Indian Ocean		
Trans-Saharan		
Sub-Saharan Africa	201 – 222	#4

Unit 3: Regional and Transregional Interactions – c. 600 CE to c. 1450 CE

*Key Concept 3.1: Expansion and Intensification of Communication and Exchange
Networks*

Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

Classroom Topics:

The Islamic World
The Mongols: Conquest and Impact
The Bubonic Plague
Bantu and Polynesian migrations
Great Zimbabwe, Ghana, Mali, Songhai
Amerindian Civilization: Mayan Empire, Aztecs, Inca
Ming China – Voyages of Exploration
Europe in the “Middle Ages:” The Schism in Christianity, The Crusades,
European Feudalism

Selected Activities and Assignments (not limited to)

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will read: *The Polynesian Voyagers* by Ramon Arjona, 28 January 2002; and will highlight the key points.

Students will summarize the Bantu migrations, Viking migrations, and Polynesian migrations through a summary comparison essay of linguistics, technology, and religious transference.

Students will complete a jigsaw activity linking the spread of culture through trade, migration and conquest.

Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will be introduced to the Document Based Question through the analysis and completion of the “Africa before European” DBQ activity and essay.

Students will answer the question: “To what extent was Islam a unifying cultural force in Afro-Eurasia?” through the interpretation and analysis of select documents and a summary essay.

Students will compare Islamic mosques in different regions of Eurasia and attempt to explain similarities and differences.

Students will complete a document based activity: “judging the Mongols” by which they can analyze differing perspectives to come to a conclusion.

Students will read: “The Flea” excerpted from Serum by Edward Rutherford, and view the Millennium video series on the bubonic plague to compare the impact of the plague on various regions of the world.

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will complete a Change over time activity comparing changes in Europe from the early middle ages to the later middle ages.

Students will complete a silent discussion activity in which they will analyze and summarize differing viewpoints on the Crusades.

Students will summarize this unit through a visual creation of their own in which they illustrate the comparison of issues surrounding the interactions of pastoral and settled agricultural societies; identification and analysis of cultural and technological diffusion and the resulting effects on the development of regionalism in this time period.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
The Islamic World	225 – 247	#1
East Asia and the Tropical World		
China’s Internal and External Expansion		
Sui and Tang	275 – 295	#2
Early Ming China		
Centralization in East Asia – Japan, Korea, and Vietnam		
Tropical lands, peoples, Africa, Oceania and SE Asia		
New Islamic Empires	355 – 392	#3
The Mongol Horde	348 – 354	
	325 – 344	#4
Amerindians		
Classic Era MesoAmerica		
Northern peoples		
Andean Civilizations	298 – 319	#5

Developments in Europe		
Early Medieval Europe		
The Western Church		
The Byzantine Empire		
Kievan Russia		
Western Europe Awakes	250 – 272	#6
Europe Emerges		
Rural Growth and Crisis		
Urban Revival		
The Renaissance		
Political and Military		
Transformation	394 – 415	#7

Unit 4: Global Interactions – c. 1450 CE to c. 1750 CE

Key Concept 4.1: Globalizing Networks of Communication and Exchange
Key Concept 4.2: New Forms of Social Organization and Modes of Production
Key Concept 4.3: State Consolidation and Imperial Expansion

Classroom Topics

The Revolution in sailing
European Exploration and Encounter
European Transformation: From Reformation to Enlightenment
American Colonial Societies
The Columbian Exchange
The Atlantic Economy: Slavery and the plantation system
Centralized Empires evolve across Asia: Ottomans, the Qing, Mughals,
 Romanovs, Safavids, and Tokugawa

Selected Activities and Assignments (not limited to)

Key Concept 4.1: Globalizing Networks of Communication and Exchange

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will identify the impact of European encounters with civilizations in Africa, the Americas, and Oceania through readings and questions illustrated in “African Reactions to European presence,” “The Battle for Tenochtitlan,” “Pizarro conquers the Inca,” and “Memorandum to the Earl of Bathurst – Early Reports from New Zealand.”

Students will identify the impact of the Columbian Exchange by comparing impacts on Africa, Europe, and the Americas including demographic and environmental changes.

Key Concept 4.2: New Forms of Social Organization and Modes of Production

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will read and analyze a summary of Immanuel Wallerstein’s “*The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*,” Academic Press 1974.

Students will examine and summarize the creation of a world trading system by linking the spread of agricultural products worldwide; i.e. Sugar from the Pacific islands, potatoes from the Americas etc.

Students will compare and contrast American slavery with the following coercive system of labor: the encomienda system.

Students will use a series of graphs and charts to examine reasons for the rise and decline in the transport and importation of slaves from different parts of Africa to the Americas and SW Asia.

Key Concept 4.3: State Consolidation and Imperial Expansion

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will complete a concept map activity comparing commonalities and the unique characteristics of land based Asian Empires.

Students will write a comparison essay of imperial systems and empire building in Europe with imperial land based systems and empires in Asia, including the Ottoman Turks, the Mughals, Tokugawa, with the European nations of Spain, the Netherlands, France, and England.

Students will complete a change and continuity analysis describing the developments and shifts in thought in Europe between 1450 and 1750.

Students will use two of the following cultural movements to discuss the causes of the changes as well as the reasons for the continuities: Reformation, Renaissance, Enlightenment, or Scientific Revolution.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
The Maritime Revolution Expansion pre 1450 European Expansion Encounters with Europe	418 – 439	#1
The Transformation of Europe Reformation Political Innovations Early Scientific Revolution And Enlightenment	445 – 468	#2
American Colonial Societies The Columbian Exchange Spanish America and Brazil English and French N.Am. Colonies Colonial Expansion and Conflict	472 – 494	#3

The Atlantic System			
The West Indies			
Plantations in the 1700s			
The Atlantic Economy			
Africa, the Atlantic and Islam	497 – 519		#4
The Empires of Southern and Western Asia			
The Ottoman Empire			
The Safavid Empire			
The Mughal Empire			
Trade Empires of the Indian Ocean	522 – 543		#5
Northern and Eastern Asian Empires			
The Triumph of Russia			
Ming to Manchu			
Tokugawa Japan	547 – 567		#6

Unit 5: Industrialization and Global Integration – c. 1750 to c. 1900

Key Concept 5.1: Industrialization and Global Capitalism

Key Concept 5.2: Imperialism and Nation-State Formation

Key Concept 5.3: Nationalism, Revolution, and Reform

Key Concept 5.4: Global Migrations

Classroom Topics:

American, French, Haitian, and Latin American Revolutions
 Napoleon, Congress of Vienna, Conservatism vs. Liberalism
 The Industrial Revolution
 Social Impact of industrialization
 Abolitionist Movement, suffrage, unionization, socialism
 The British Empire
 Breakdown of the “Gunpowder Empires”
 Imperialism of the late 1800s:
 The Scramble for Africa,
 Spheres of Influence in China
 Imperialism in Latin America
 Modernization: New Technology and a new world economy

Selected Activities and Assignments (not limited to)

Key Concept 5.1: Industrialization and Global Capitalism

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will identify and analyze the impact of changes in social and gender structure resulting from the Industrial Revolution by writing a summary essay explaining cause and effect. Use of the “Economic Role of Women” will be utilized from AP World Teaching Unit D-1.

Students will identify commercial, and demographic developments during this time period through the completion of a change and continuity regional comparison chart.

Key Concept 5.2: Imperialism and Nation-State Formation

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will analyze five political cartoons related to European Imperial expansion in Africa and Asia and identify how nationalism and industrialization served as the motivating factors for empire building.

Students will define nationalism through a silent discussion activity analyzing different points of view from differing world regions.

Students will compare and contrast the role of nationalism in both creating nation-states and defining foreign policy in TWO of the following regions: Germany, China, Japan, or Egypt

Students will discuss and interpret Kipling’s “White Man’s Burden” as it relates to European Imperialism.

Key Concept 5.3: Nationalism, Revolution, and Reform

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will complete the document based question: “Causes of Revolution in the global age.”

Students will identify political revolution and independence movements by the analysis and comparison of primary documents including but not limited to: “*A Black Revolutionary Leader in Haiti*” Toussain L’Ouverture; “*What Is the Third Estate?*” Abbe Emmanuel Joseph Sieyes; and “*The Declaration of Independence*” Thomas Jefferson.

Key Concept 5.4: Global Migrations

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will summarize the time period through the creation of map comparisons of global commerce, migrations, and the rise of new nations across world history from 1450 to 1914. Students will utilize internet resources to identify graphs, maps, and charts which show these changes.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
Revolution in the Atlantic World		
The American Revolution		
The French Revolution	573 – 596	#1
Revolution! Part II		
Independence in Latin America		
The Problem of Order		
Economic and Social Change	621 – 645	#2
The Industrial Revolution		
Causes, Technology, and Impact	599 – 615	#3
Africa, India, and the New British Empire		
Change and Exchange – Africa		
India Under British Rule		
Britain and the East	648 – 670	#4
Developments in Asia		
The Ottoman Empire		
The Qing Empire		
Japan – Tokugawa to Meiji	675 – 694	#5
Nationalism and Imperialism		
Nationalism in Europe		
The New Great Powers		
The New Imperialism		
The Scramble for Africa		
Asia and Western Dominance		
Imperialism in Latin America	713 – 721	
	726 – 749	#6
Social Transformations		
Ideological Response to Industrialization	615 - 617	
Economic and Social Changes	636 - 645	
New Technology and the World Economy		
New Social Transformations	701 – 713	#7

Unit 6: Accelerating Global Change and Realignments – c. 1900 to the present

Key Concept 6.1: Science and the Environment

Key Concept 6.2: Global Conflicts and Their Consequences

Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture

Classroom Topics:

World War I
The Twenty Year Crisis – Years between the Wars
20th Century Revolutions: Russia, China, Mexico,
Worldwide Economic Depression
The Rise of Fascism
World War II
20th Century migrations
Decolonization
Modern world organizations
Cold War
Information, technological, and communications revolutions
Terrorism? - the post 9/11 world
Globalization

Selected Activities and Assignments (not limited to)

Key Concept 6.1: Science and the Environment

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will define Globalization using the AP World History Teaching Units E3–
“*Consumerism and Global Cultures.*”

Students will use the released AP World 2011 Exam’s DBQ question on the Green Revolution to identify and analyze issues related to agriculture and the environment in the 20th century.

Students will debate the benefits and negative consequences of rapid scientific advancement in the 20th and now 21st century – a variety of video clips will be used to spark debate.

Key Concept 6.2: Global Conflicts and Their Consequences

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will compare and contrast the causes of World War I and World War II.

Students will identify the influence of nationalism on the post-World War I Middle East, using such documents as “The Balfour Declaration.”

Students will read excerpts from “the Nanking Massacre: the forgotten Holocaust” to compare similarities and differences with the Holocaust in Europe.

Students will, after reviewing a series of internet images and comparing statistics, explain why war and revolution in the 20th century had such devastating consequences.

Students will write an essay based on a Cold War DBQ activity.

Students will compare and contrast two of the following 20th century revolutions: Russian Revolution 1917, Chinese Revolution 1949, Cuban Revolution 1959, Iranian Revolution 1979

Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture

Students will complete textbook reading assignments and reading quizzes as enumerated below.

Students will be able to identify and compare the independence struggles of Africa while answering why some nations more successful than others in diversifying their economies, developing a stable political system, and social equality?

Students will use internet resources to analyze the demographic changes of 20th century considering the following: Migration, Birth rates, Urbanization, Death rates.

<u>Reading Assignment</u>	<u>Pages</u>	<u>Quiz #</u>
World War I and the Twenty Year Crisis		
World War I		
Russian Revolution		
China and Japan		
A New Middle East		
Post WWI Society	752 – 778	#1
World War II		
Stalin		
Worldwide Depression		
Fascism		
East Asia		
World War II	780 – 803	#2
Global Developments 1900 – 1949		
Africa		
India		
Mexico		
Argentina and Brazil	806 – 825	#3
1945 – 1975		
The Cold War		
Decolonization and Nation Building		
Beyond a Bipolar World	831 – 852	#4
The Dawn of Today's World		
Post Colonial Crisis		
The Asian Economic Miracle		
The End of the Bipolar World		
Unequal Development and Migration	855 – 878	#5
The World You Live In		
Fragmentation		
The Struggle for Rights		
A Global Culture	882 – 901	#6
Global Terrorism – The Post 9/11 World		

Review for AP Exam:

Selected Activities (not limited to)

Students will be attending structured lunch study group meetings
Students will be attending a Saturday “Jams and Cram” review session.
Students will be encouraged to use posted review materials on the class webpage.
Students will be using released AP World practice tests – both multiple choice and essays
Students will be working in small groups to complete review guides based on

The A.P. EXAM IS ON MAY 17th

The AP World History Exam:

May 17, 2012 - Morning Session
Multiple Choice: 70 Questions - 55 minutes
Document-Based Question (DBQ): 1 Question - 50 minutes
(includes 10 minute reading period)
Change Over Time Essay: 1 Question - 40 minutes
Comparative Essay: 1 Question - 40 minutes

Exam Grades: 5 = Extremely Well Qualified
4 = Well Qualified
3 = Qualified

2 = Possibly Qualified
1 = No Recommendation

A.P. WORLD HISTORY

CLASS PROCEDURES

1. Advanced Placement World History is offered as an elective for some, but is also offered in place of Modern World History, a required class for High School graduation in.... Students completing AP World History successfully will receive credit for completing the Modern World History requirement!!
2. All students are required to attend class and be in class on time. Please review Wheaton's new attendance policy.
3. It is suggested that students obtain the following materials: 3 ring binder, spiral notebook, dividers, highlighters, pens, #2 pencils. (It is suggested, but not required that students purchase a Princeton Review Study book for AP World)
4. Assignments, quizzes and tests missed due to an excused absence may be made up. Make-ups are to be done within five days of the return of the absent student. Make-ups are the responsibility of the student. Students missing class should come to my office during lunchtime enrichment, or need to make arrangements to stay after school, or have a friend pick up needed materials. Students need to be aware of the difference between due dates and deadlines – assignments not made up by the deadline will not be allowed to be made up.
5. Assignments, quizzes and tests missed due to an unexcused absence may not be made up.
6. Grades are based on how well students master the core concepts and skills of the course. Key Concepts, Themes, and skills will be discussed at the beginning of each unit. All graded assignments are related to these objectives. All work is graded on a point scale. Letter grades will be determined by the percentage of points earned. Grades each quarter will reflect regular reading quizzes, unit tests for each periodization, classwork, homework, and study group assignments.
8. Students are expected to keep track of their grades and assignments. Progress reports will be provided per school policy. It is also recommended that students have a 3 ring binder, spiral notebook, a folder with pockets, a highlighter, a pen and a pencil.
9. A final exam will be given at the end of each semester. It is worth 25% of the student's semester grade. (... MCPS policy: *The 2nd Semester Exam is given to those students not taking the AP Exam. All students will be required to also complete a final project. Students taking the AP Exam will have this project count as their final exam grade. Students not taking the AP Exam will take both the final exam and complete the final project.*)
10. Assignment books are the students pass to the bathroom. No assignment book, no leaving!
11. Bringing food or sodas to class is never allowed.
12. All Wheaton High School and MCPS High School procedures and policies apply HERE!

A.P. WORLD HISTORY

ADDENDUM TO THE SYLLABUS GRADING PROCEDURES 2011-2012

All assignments will attempt to reflect individual achievement on course expectations.

Grades will be determined using a variety of assessment methods.

Regular updates about achievement will be provided to parents and students.

There is no extra credit provided on any basis.

All graded assignments will be recorded as points and converted to percentages during each nine week marking period. These percentages will then be converted to letter grades. 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, 59-50%=E. Borderline grades may be rounded up in most instances.

All assignments will be weighted. Assignments will be divided into three main categories: One; summative assessments, including unit tests, major instructional objective quizzes, formal writing assignments, and major projects, this category will be worth 50%; Two; formative assessments including classwork, homework, small quizzes, and short writings, the category will be worth 40%. Three; homework for practice and completion, this category will be worth 10%.

Late work will be accepted and will be marked down 1 letter grade anytime after the due date. Late work will not be accepted after the deadline periods: 1 week before interims and 1 week before the end of the nine week marking period.

Re-do opportunities will exist for some assignments. Students must understand; most reading quizzes and no unit test or final exam is re-assessable. A student will get only one reassessment. The reassessment grade becomes the grade for the assignment regardless of whether it is higher or lower than the initial grade. Reassessment deadlines will be set one week before interims and one week before the end of a marking period. A re-do does not necessarily mean completing the same assignment twice.

Students will also need computer access to participate from time to time in an online discussion forum related to A.P. World History, do research, or use for review materials. They will be able to access the forum from home computers or from computers here at school.

Students will be expected to use the Wheaton High School lunch format to make up work or meet in study groups.

I am available for help, make-up work, questions after school in room 327(The Social Studies Office) or 328A(Back of Room 328). Please feel free to stop by.

If I am unavailable then arrangements can be made to see me at a different time. I can also be contacted through the Wheaton HS Webpage, via email, and through the "Edline" web site for this class. Good Luck!!!!!!