SJS 140 and SJS 141 Advanced Placement World History (2 semesters-10 credits)

Course Description:
This course fulfills the student graduation requirement for world history, but delves deeper into the study of world civilizations. 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.

2015-2016 Contact info:
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Class Texts:
Required Reading:

Not required but highly recommended study guide available on-line or at any bookstore

Other Instructional Materials:
In addition to the above texts, we will frequently analyze primary and secondary source documents from the following works collections:

A significant amount of curriculum that comes with readings will come from:
AP World History Teaching Units; World History Center, Northeastern University and Teachers Curriculum Institute Series (TCI) on World History Binders

General overview units covered and approximate time spent:
Course Content Objectives:
Students will know
1. Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)
4. Systems of social structure and gender structure (comparing major features within and among societies and addressing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political structure), including the emergence of the nation-state (types of political organization).

SKILL OBJECTIVES:
Students will be able to
1. Understanding how to analyze primary sources, change/continuity over time and global comparisons.
2. Read efficiently and critically with the aim of finding central ideas, noting the evidence authors use to support their ideas and analyzing the merit of their positions.
3. Approach ideas/information with which you are unfamiliar using the knowledge that you’ve gained from each stage of the course.
4. Think and write using the Themes and Habits of Mind that are necessary for the AP World History exam.
5. Write analytically using historical evidence to defend your position.
6. Master writing the three types of essays you will be expected to write for the AP World History exam

Grade Calculation
- Classwork and Participation 15%
- Homework (Frames, Notes, DWH & other) 15%
- Projects and Papers 30%
- Tests and Quizzes 30%
- PACE requirements 10%

Grading Scale:
- A 100-90%
- B 89-80%
- C 79-70%
- D 69-60%
- F 59% or less

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Course Requirements, Procedures, and Policies:

Weekly Learning Routines: May vary slightly
- Monday = Intro chapters and skills
- Tuesday = skills and application
- Wednesday/Thursday Blocked = application and discussion
- Friday = review, test, and go over test or timed writing

Projects and Paper requirements for the Course:
- Though students will be presenting on a regular basis, the students have one ten minute plus presentation they are responsible for each semester which they must use some digital presentation program (PowerPoint, Prezi, Keynote, etc.). This presentation will be worth approximately 5-10% of the semester grade.
- Students will also complete the sophomore social science writing requirement through the completion of numerous in-class and at home essays and a 5-7 page typed research essay in the Spring. These various writings along with the spring research essay will be worth approximately 15-20% of the semester grade.

For a more detailed week by week activities, pacing, and standards alignment please see the Course Outline on the class website.

Daily In-class Procedures:
- Take off your hats and hoods, turn off your cell phone, and put it away. If I hear or see your cell phone during class it will be taken and given to the VP.
- Sit down quietly and copy down the day’s objective. As soon as the warm up goes on please start and complete it as soon as possible.
- Be on task and participating.
- When the bell rings at the end of class make sure your seats are straight and there is no trash in your area and all our class materials are returned to the correct place. Then I will dismiss you.
- No food or drinks allowed in class. (exception for bottled water with a screw tight top)

All of the following go along with or exceed the requirements found in the JFK as well as the PACE Handbooks; please also refer to those for further program and school policies.

Policies for Classwork, Participation, and Homework:
- Classwork is a vital part of our day to day lessons and your ability to participate, behave respectfully, and contribute plays heavily into that portion of your grade. Being off task (talking, sleeping, and messing around) is disrespectful to yourself, me, and your classmates and will result in a loss of participation points for the day.
- Homework from a different class is to be done on your own time. (Work being copied will be taken and thrown away)
- If you need to be out for Student Gov., Field trips, sports, or a personal appointment please plan accordingly because I will not allow you to turn in late work.
- Homework is due before the test/Quiz for that chapter unless otherwise stated.
- If you receive an 85% or higher on a test or quiz you will automatically receive full credit on the chapter notes and thesis statements (not the DWH questions).
- Work will not be accepted late I give lots of time therefore my policy is very strict.

Attendance/Tardy Policy:
- When you are absent you miss valuable class time and activities that cannot be replicated. It is vital you are in class. No make-up will be given for in-class assignments, but there will be extra credit opportunities to earn the points back. If you know you are going to be out get work before you are gone, or email or call to get work.
• If you are tardy without a pass three or more times you will receive an hour of school detention and a call home. Every following tardy will result in the same result.

Test/quiz makeup, study hall, and office hours:
• I will make myself available all Tuesday’s and Thursday’s at lunch as well as every Tuesday and most Thursday’s after school until 5.
• A missed quiz or test must be made up within one week of when the test was given or you will receive a 0.
• If you are struggling, need help, or have questions you should be in talking to me during the above listed hours.

Materials to be brought to Class Everyday:
• Folder or binder to keep PACE handbook handouts and projects.
• Binder paper
• Notebook X 2. They need to be composition books or spiral notebooks and they need to be brought to class every day.
• Blue or black pen these are the only acceptable writing implements in my class unless we are doing a special project/activity.
• Text book. I know it is heavy, but we need it every day.

Correspondence: Please make use of the hours listed above! I can only help you if you let me and come see me to get it. I can also be reached via e-mail for questions and comments. The onus is on you the student to seek me out for help or clarification. Parents, please also make use of the above contact information; I am happy to respond to any and all questions and provide you with some honest and quick real time feedback about your student’s progress in the class.

When you and your parents have read and understand all expectations and requirements please complete the following assignment

Both parent and student should sign and complete the appropriate areas then print this syllabus, hole punch it and keep it in the front of your binder. Next, take a picture with your phone or scan the signature section and resubmit it via Infinite Campus. See me after school if you need help.

I have read and understand the syllabus.

Student signature:________________________________________________

Parent/guardian signature:_________________________________________

Parent guardian signature:_________________________________________

Parent(s) or Guardian(s) please Print or Type
Relationship:_________________
First name:_________________ Last name:_________________________
Phone #:____________________
Email:_____________________
Preferred way and time to contact?______________________________