



2017-2018 COURSE SYLLABUS

Advanced Placement World History (SJS 140 and SJS 141)

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.¹

Contact info

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Class Text

Strayer, Robert W., and Eric W. Nelson. *Ways of the World*. 3rd ed. Boston: Bedford/St. Martin, 2016. **ISBN-13: 978-1319022723**

Recommended but not required study guide available on-line or at any bookstore

Laden, Jennifer and Whalen, Patrick. *Kaplan AP World History*, 2016 ed. New York: Kaplan Publishing, 2015. **ISBN-13: 978-1625231420**

Other Instructional Materials

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

Alfred, Andrea J. and Overfield, James H. *The Human Record: Sources of Global History, Volume II: Since 1500*. Boston: Houghton Mifflin Co., 1990

Duiker, William J., et al. *World History* 5th ed. Boston: Wadsworth Publishing Inc., 2008.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at The Evidence, Volume I To 1650*. 2nd ed. Boston: Houghton Mifflin Company, 2002

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at The Evidence, Volume I Since 1400*. 2nd ed. Boston: Houghton Mifflin Company, 2002

¹ apcentral.collegeboard.com



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A significant amount of curriculum that comes with readings will also come from:

AP World History Teaching Units; World History Center, Northeastern University
 Choices for the 21st Century Education Program, Brown University
 Teachers Curriculum Institute Series (TCI) on World History Binders

Materials

- Folder or binder to keep this syllabus, handouts and handbacks.
- 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 pens 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.

Grading Scale:

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

Grade Calculation

- Classwork and Participation 15%
- Homework (reading, outlines, DWHQ & other) 15%
- Projects and Papers (*PACE requirements) 35%
- Tests and Quizzes 35%

Course Outline

Period	% of Course Emphasis	Time Spent on Period
1. Technological and Environmental Transformations to 600B.C.E.	5%	3 weeks
2. Organization and Reorganization of Human Societies 600B.C.E. to 600 C.E.	15%	3 weeks
3. Regional and Transregional Interactions 600C.E.-1450C.E.	20%	7 weeks
4. Global Interactions 1450C.E.-1750C.E.	20%	7 weeks
5. Industrialization and Global Integration 1750C.E.-1900C.E.	20%	7 weeks
6. Accelerating Global Change and Realignment 1900C.E. to Present	20%	7 weeks



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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).²

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 various types of essays you will be expected to write for the AP World History exam.

Course Requirements, Procedures, and Policies

Weekly Learning Routines: May vary slightly but not much

- Monday= Intro chapters and skills
- Tuesday= skills and application
- Wednesday and Thursday = 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

² apcentral.collegeboard.com



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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.
- Always 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 handbook 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 and drop-in help hours

- I will make myself **available Monday and Wednesday until 4:30 for help and Tuesdays before school from 7:15 - 8am** for make-up quizzes. **If you arrive after 7:30am you will not be allowed to make up the quiz.**
- A missed quiz must be made up within one week of when it was given or you will receive a 0. Tests will only be allowed to be made up if I have spoken to a parent and discussed the circumstances of the missed test.
- If you are struggling, need help, or have questions you should be in talking to me during the above listed hours.



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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

Please print student's name: _____
has read and understands the syllabus.

Student signature: _____

Parent/guardian signature: _____

Parent/guardian signature: _____

Parent(s) or Guardian(s) please complete in print or type:

Relationship: _____
First name: _____ Last name : _____
Phone #: _____
Email: _____
Preferred way and time to contact? _____

Relationship: _____
First name: _____ Last name: _____
Phone #: _____
Email: _____
Preferred way and time to contact? _____