



2021 - 2022 Advanced Placement World History

Instructor: Mr. Jonathan Andrews

Course Description:

This course fulfills the student graduation requirement for world history, but delves deeper into the study of world civilizations since 1200c.e. 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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Google Classroom messages

Class Texts

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

Highly recommended but not required study guide available on-line or at any bookstore (and in my class and our school library)

The Princeton Review, *Cracking the AP World History: Modern Exam*, 2020 Edition: Practice Tests & Prep for the NEW 2020 Exam (College Test Preparation) **ISBN-13: 978-0525568414**

Other Instructional Materials

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

***Advanced Placement World History: Modern. Perfection Learning, Amsco. 2019-2020
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



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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
- College Board: My AP Classroom Curriculum
- Teachers Curriculum Institute Series (TCI)

Materials

- Organizational Binder to take and keep notes and other information pertinent to each unit of study.
- Writing utensils: Blue and Black pens and a various color highlighters

Grade Calculation

- Classwork, Homework, and Participation 30%
- Skills, Writing, and Presentations 40%
- Assessments 30%

Grading Scale:

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

Course Outline

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



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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).¹

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.

Daily In-class Procedures and Expectations

- Please use the hand sanitizer whenever you enter the room.
- Please be conscious to give people in class their personal space.
- Please be classroom appropriate in your words and actions.
- Remain engaged in the lesson by asking questions, responding to questions, sharing connections and thoughts or other agreed upon methods with the teacher and class.
- When you want to ask a question or share information please raise your hand. I am trying to get all to participate and will sometimes need to coax others into the discussion and not go in order.
- Please be supportive to me and your classmates.
- Endeavor to form a trusting and participatory community of learners and thinkers.
- Please always give your best effort in thought and production.

¹ apcentral.collegeboard.com



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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 possible loss of participation points for the day.
- Weekly assignments on Google classroom are meant to prepare you for our discussions or give you practice on particular skills. Work turned in late will only be able to receive 80% of the points possible. Furthermore, **I will not accept or give feedback on work submitted after we have tested on that particular unit.**

Attendance Policy

- When you miss the class, you miss valuable class time full of activities, explanation and a chance at community building that cannot be replicated. It is vital you are in class.
- Assignments that we do in class often cannot be replicated outside of class. Assignments that will be given credit and/or graded will be posted to Google classroom and can be retrieved from there. Please adhere to the due dates or contact me before it is late so we can work together to modify the assignment or due date.

Assessment Protocol

- Like the AP test, all quizzes, tests, and writing assessments are timed.
- Topic quizzes and timed writing must be made up within a week of the quiz or student return. Unit tests can only be made up after I have communicated with a parent and also must be made up within a week of the date assigned or the return of the student.
- Makeup timed in class writing topics may be changed at my discretion.

Correspondence

Please make use of my office hours, I can only help you if you come see me to get the help. I can also be reached via email for questions and comments as well as messaged on Google classroom. 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.