



2024-2025 COURSE SYLLABUS

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 1200 c.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

Email: jonathan-andrews@scusd.edu
Google Classroom : messages
Office Hours: Mondays: 3:30-4pm and Wednesdays: 3:30-4:30 (May change during the school year)

Class Texts

Strayer, Robert W., and Eric W. Nelson. *Ways of the World for the AP® World History Modern Course Since 1200 C.E.* 5th ed. Boston: Bedford/St. Martin, 2023 **ISBN:9781319409302**

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

The Princeton Review, *Cracking the AP World History: Modern Exam*, 2024 Edition: Practice Tests & Prep for the NEW 2024 Exam **(or more recent)**

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

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

[OERProject](#)

Teachers Curriculum Institute Series (TCI)

Materials Students Will Need Everyday

- Chromebook (district issued so that it can be put in lockdown for practice tests)
- Writing utensils: Blue and/or Black pens and a various color highlighters
- #2 Pencils sharpened with erasers
- A binder and/or folder and loose lined paper

Grade Calculation

- Classwork, Homework, and Participation 30%
- Skills, Writing, and Presentations 35%
- Assessments 35%

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%

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

1. Please be classroom appropriate in your words and actions.
2. **Cell phones are not permitted to be used in class. Zero exceptions will be made. Please silence them and place them in the sleeve that corresponds to your desk. If you do not feel comfortable with your phone in the sleeve you may keep it put away in your backpack. If it comes out even once during class it will be confiscated until the end of class.**
3. **Please take out/off any earphones and put them completely away when the bell to start class sounds.**
4. **Your computers are to be used as tools. Playing games, messaging, and using social media in class will result in a significant loss of participation points.**
5. 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.
6. 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.
7. Please be supportive of me and your classmates.
8. Endeavor to form a trusting and participatory community of learners and thinkers.
9. Please always give your best effort in thought and production.

¹ apcentral.collegeboard.com

Policies for Classwork, Participation, and Homework

1. 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.
2. Weekly assignments on Google classroom are meant to prepare you for our discussions, deepen your understanding of material, and/or give you practice on particular skills.
3. **I will not grade work or give feedback on work submitted after we have tested on that particular unit.**

Attendance Policy

1. 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 as often as possible.**
2. Assignments that we do in class often cannot be replicated outside of class. Assignments that can potentially 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

1. **Like the AP test, all quizzes, tests, and writing assessments will be timed.**
2. Not all writing assignments will be graded. It is up to my discretion as to which ones I will collect, give feedback on, and grade. We do writing to practice and learn; I check them for attainment of different skills at different times, it is up to my discretion.
3. Topic quizzes and timed writing must be made up within a week of the quiz or student's 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.
4. Plan to make up tests during office hours or make a special appointment with me. If you reach out to me at the end of your week to make up your test I may not have the time to give you the make up.
5. 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.