

ADVANCED PLACEMENT WORLD HISTORY SYLLABUS – Mrs. Sena

COURSE DESCRIPTION

AP World History is an advanced level course designed to prepare students for the Advanced Placement exam administered by the College Board in May of each year. Final test scores are reported on a 5 point basis; students who score a 3 or better may earn college credit, advanced placement, or both, depending on their college. Success in this course can be extremely advantageous to your college application.

Despite the fact that Fort Bend ISD Schools offer this class primarily to sophomores, this is a **college-level course** and will be treated as such in every respect. Students should be aware that college courses require inordinately more reading, writing, and analytical skills than their high school counterparts. It is impossible to cover all the material for the AP test in the time we have this year. Consequently, you must read all the assigned material. Class discussions and lectures are designed to compliment the text readings, *not* to reinforce them. Please understand that ***I will test you on reading material not covered in class and you will not be successful in this class without reading the assignments.*** One of my goals for this class is to create an atmosphere of relaxed alertness, intellectual freedom and analytic discussions. This cannot be accomplished if you come to class unprepared.

This course will be different than the traditional high school World History or Western Civilization course. In short, the approach will be truly global, analyzing and comparing developments in many different regions through five time periods. To manage the daunting scope of the subject material, this course has been developed around five themes.

STUDENT ENROLLMENT, PERFORMANCE, AND EVALUATION

Students who take this course should realize that AP courses are taught and graded at the college level; they significantly exceed the demands and expectations for typical high school courses. But the class is truly manageable and I am aware that you have seven other classes and extracurriculars. Those who do well with me can succeed with similar AP classes.

A. Reading

There is NO substitute for reading. All studies show that truly talented and gifted students read and read well. And the one single ingredient to remedy low grades and low performance is to read. Other aspects of preparation enhance learning and understanding, but a student ***MUST*** read to be prepared. And you cannot read too much.

B. Suggested Nine-Weeks Grades and Exercises (indicates amount each nine weeks)

1. Major grades = 50%
 1. All timed (30-40 minutes) in-class essays (at least two)
 2. Unit tests (at least two)
 3. Creative projects (1)
 4. Novel project and or novel exam (1)
2. Daily grades = 50%
 - a. Outside Reading Assignments (numerous)
 - b. Daily Writing Exercises (weekly)
 - c. Mastery Checks and Quizzes (weekly)
 - d. SAT/World History reading assignments (weekly)
 - e. Individual assignments including outlines (Each unit will have several)

C. Notebooks

Students are expected to keep both a class notebook and a writing spiral, which are critical for test preparation and the May AP exam. Notebooks should be kept in chronological order, corresponding to chapters read each six weeks. The divisions are: *lecture/class notes (outlines), handouts including rules, daily work including journals and spirals, vocabulary, and returned work such as tests.*

Exam Format and Grading

All exams will conform to the standard AP format of 70 multiple choice questions with five answer choices in 55 minutes. As with all AP and College Board exams (SAT), *there is an additional penalty for guessing.* Guessing is defined as a wrong answer.

The May National Exam

The AP National exam is in May. It is comprehensive covering material from the entire year. To prepare, students should maintain a notebook, participate in after-school reviews, form student study groups, and work the Review Packet. Additionally, we will have several practice exams outside of school hours. Final responsibility for preparing and passing the exam is of course the student's. *Please note, students must take either the class final or the AP May exam.*

MAKEUP AND LATE WORK

Makeup Work: All missed work and assessments are the responsibility of the student when they are absent from school. A student who is absent on the class day before a regularly scheduled assessment will be responsible for completing the assignment on the regularly scheduled day and time. Students who have been absent more than two consecutive days (including the assessment day) will be given five (5) school days to make up the assessment and/or other assignments. This does not include major projects, research papers, etc., where the deadline has been posted in advance. The teacher has the

discretion to grant a longer period of time to make up work if there are extenuating circumstances. Unit Exams and in-class Essays must be made up in at least 5 class days. Makeup work cannot be done in class.

Late Work Policy: Late work from unexcused absences or negligence will drop 15 points per day and must be made up within 5 days. Because you are enrolled in a college level class the burden of responsibility falls upon you to get it done. I will not chase you down.

If need be, I will work with you on an individual basis, either before or after school, to help you master this class; my goal is your success. But part of that success is learning responsibility. Thus I do not offer gratuitous bonus or extra credit projects to repair your grade from the effects of habitual tardiness or laziness.

SUGGESTIONS FOR STUDENTS AND PARENTS

The single most important contributor to student success is whether he/she completes each reading assignment and its accompanying work. There is no substitute.

Do the reading faithfully. Reading is assigned for each class period. At first it may seem time consuming and difficult, but practice makes perfect! And you will be reading much more in any future college class than what I assign.

Keep an organized comprehensive notebook for both semesters and use it to review. Proper prior planning prevents poor performance. This is especially true of college courses.

Complete all writing assignments. In that one-half of the AP grade is writing, you must be able to write if you want to pass.

Cheating - Parents and Students please note:

Academic integrity is a cornerstone of the educational process at Hightower. Any student caught cheating, which includes any form of plagiarism on submitted work or collusion with students in other sections of APWH, will result in a zero on the assignment and an automatic disciplinary referral. If you are not sure what constitutes plagiarism, see me before submitting your work.

Final Thoughts

I love teaching students and I have a great enthusiasm for world history. My expectations of you as a student are very high. At first, this course will seem overwhelming. Bear with it! After two months, you will get into a routine and the course will seem manageable. I will help you with any questions or concerns you may have during this course. After-school tutoring will be available, and you are encouraged to use this. Please do not wait until the course is too difficult. Please read, sign, and return this form below by the next class period. Looking forward to a successful year!

Jackie Sena

AP World History 2010-2011

To Mrs. Sena,

I have read the course description and syllabus for A.P. World History. I understand my responsibilities in this course, the requirements to be successful, and that there will be more work than in a typical class. I will do my best to abide by class expectations.

Student (Print)

Date

Student Signature

I/we have read the course syllabus for A.P.-World History. I/we understand the long-term benefits of the intellectual development offered by this course, and support my/our student's enrollment in this course. I/we have also read the class rules and will do my/our best to have our student abide by class expectations.

Parent/Guardian

Date

Parent/Guardian

Date

Parent/Guardian e-mail address

Course Skills

Upon the completion of this AP World History course, students are expected to:

- Understand the chronology and periodization of AP World History
- Understand and apply the AP World History Themes and Habits of Mind
- Read, interpret, and evaluate primary and secondary sources for different purposes
- Understand, categorize and use specialized course terminology
- Recognize short-and-long term cause and effect relationships
- Recognize patterns of continuity and change over time within and between cultures, periods and geographic regions
- Evaluate resources for reliability and bias, including recognizing bias and point of view
- Demonstrate factual knowledge by performing effectively on objective tests, creating presentations, participating in discussions, debates and seminars, writing essays, and completing various projects.
- Develop a thesis, and substantiate that thesis by writing a variety of in-class timed essays including free-response, compare and contrast, continuity and change over time, and DBQ.

Primary Textbook

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. AP Ed. New York: Pearson Longman, 2003

Course Planner

Unit 1. Foundations (8000 B.C.E. to 600 C.E.)

5 Weeks

- Course Introduction
 - Historiography
 - *Why Study History?*
 - AP Themes
 - Best Practices (AP College Board)
 - AP Habits of Mind
 - Goldilocks POV Activity
 - Historical IDs and Concept Cards
- Stearns, Chapters 1-5
 - Annotated Timeline
 - Prehistory
 - CCOT Activity: Paleolithic, Mesolithic and Neolithic
 - Ancient Civilizations Comparison
 - PERSIAN chart
 - Comparison Matrix
 - Development of Classical Civilizations
 - Compare and Contrast Essays on Rome/Greece
 - The Conrad Demarest Model of Empires Matrix
 - Emergence of Major Belief Systems – Analyzing Primary and Secondary Sources
 - Inside/Outside Circle discussions on major world belief citizens
 - In-class timed Compare and Contrast Essay
 - P.O.V. Political Cartoons
- Foundations Exam (40 questions, C&C Essay)

Supplementary Texts, Media and Websites

Unit 2. Post-Classical Civilizations (600-1450)

7 Weeks

- Annotated Timeline
- The Rise and Spread of Islam
 - DBQ worksheet and outline
 - Primary Source Analysis
 - Comparison Chart: Contact with Islam
- Interregional Trade Networks
 - Map Shot
- African Civilizations
 - Migrations Matrix
 - African Kingdoms Map Shot
- Byzantine Empire and Russia
 - Quick Group Activity
 - *Byzantium: The New Rome*
- Western Europe and the Middle Ages
 - Role Play
 - *A Description of the Most Noble City of London 1800s*
- The Crusades
 - PERSIA Activity
 - Timed In-class DBQ Essay
- Pre-Columbian Americas
 - American Empires Matrix
 - Advice for Montezuma
- China: Sui, Tang and Song
 - Asian Achievements
 - CCOT Chart
 - Women in China
- Japan, Korea and Vietnam
 - Comparison Activity: European v. Japanese Feudalism
- The Mongols
 - Genghis Khan Wanted Poster
 - Empire Map
- Do-It-Yourself-DBQ
- Post-Classical Exam (45 questions; DBQ Essay)

Supplementary Texts, Media and Websites

Unit 3. Early Modern Period (1450-1750)

6 Weeks

- Artistic and Intellectual Movements
 - Renaissance Magazine
- Major Empires
 - Empire Case Study Project
 - Role of Women in Asian Culture
- Age of Exploration;
 - *Guns, Germs and Steel* Socratic Seminar
 - Comparison Chart: European Interactions
 - World Traveler Diary
 - Colonial Advertisement
- Age of Absolutism
 - Leader Analysis Poster and Presentation
 - Map Shot: Interaction of Asian Empires
 - Absolute Ruler Yearbook
- Labor Systems and Slave Trade
 - DBQ
 - Comparison Chart: Coercive labor systems around the world
 - *Roots* (ep. 1) – Middle Passage Movie Clip

- Early Modern Period Exam (55 questions; DBQ Essay)

Supplementary Texts, Media and Websites

Unit 4. Revolutionary Era (1750-1914)

6 Weeks

- Unit Timeline
- Political Revolutions and Independence Movements
 - American Revolution
 - *The Patriot* (movie clips)
 - French Revolution
 - Latin American Revolutions
 - Russian Revolution
 - Chinese Revolutions
 - Comparative Analysis Chart
 - Compare and Contrast Essay Outline
 - Primary Source Analysis
 - Leader Analysis
- The Industrial Revolutions around the World
 - *Guns, Germs and Steel* Socratic Seminar
 - Demographic Transition
 - Drawing Simulation
 - CCOT Poster and Essay
- Imperialism
 - MapShot
 - Point of View Activity: *White Man's Burden*
- Societies at Crossroads
 - DBQ Worksheet
- Unit 4 Test (55 questions; CCOT Essay)

Supplementary Texts, Media and Websites

Unit 5. The Modern World (1914-Present)

6 Weeks

- Colonization and Decolonization
 - Self-Determination Debate
- Nationalism
 - Comparison Chart: Nationalistic Movements
 - Primary Source Analysis
 - *Zulu* (movie clip)
- Global Conflicts
 - WWI
 - Debate: Who Started WWI?
 - *All Quiet on the Western Front*
 - Paris Peace Conference Simulation
 - WWII
 - Trials of Important Political Figures
 - President for a Day
 - Cold War
 - Cold War Seminar
 - Cold War Scrapbook
 - *Thirteen Days* (movie clip)
 - Civil Wars and Genocide
- Globalization
 - Current Events Presentations
- Unit 5 Test (55 questions; CCOT Essay)

Supplementary Texts, Media and Websites

Post AP-Test Classes

- EOY Project: The Most Influential Person in World History
- UN Conference Simulation
- Influential Individuals in World History Tournament of Champions (performance-education.com)
- Survival Pamphlet for WHAP for next year's students

Teacher Resources

Print Resources/Supplementary Texts

Achebe, Chinwa
Christian, David
Diamond, Jared
Diamond, Jared
Reilly, Kevin
Shaffer, Lynda

Hughes, Sarah

Things Fall Apart (1958)
Silk Roads or Steppe Roads (2000)
How Societies Choose to Fail or Succeed (2005)
Guns, Germs, and Steel (1999)
Worlds of History: A Comparative History, 2 vols. (2000)
“Southernization” In the New World History: A Teachers’
Companion (2000)
Women in World History (1995)

Videos/DVDs

Guns Germs and Steel
Japan Past and Present Series
Asoka
CNN Millenium Series
The 50 Years War: Israel and the Arabs
Maya: The Blood of Kings
The Day the Universe Changed
Islam: Empire of Faith
Religions of the World

Jared Diamond
Social Studies School Service
First Look Media DVD (2001)
CNN VHS Series (1999)
BBC-WGBH production
Time Life
BBC-TV (1986)
PBS Empires Series
Schlessinger Media (2003)

Websites

AP College Board
ABC-Clio
Modern History Sourcebook
Song Dynasty
The Crusades
World Civilizations
European Exploration
College Writing Programs
PBS
World History Archive
World History Channel
Bridging World History
Mark Harden’s Artchive
Maps of War
World History Organization
Jay Harmon’s Page

<http://apcentral.collegeboard.com>
www.socialstudies/abc-cio.com
www.fordham.edu/halsall/mod/modsbook.html
<http://afe.easia.columbia.edu/Song>
www.cie.org
www.wsu.edu/~dee
www.ucalgary.ca/applied=history/tutor/eurvoya
<http://writing.berkeley.edu>
www.pbs.org
www.hartford-hwp.com/archives/index.html
www.worldhistoryconnected.press.uiuc.edu
www.learner.org/resources/series197.htm
www.artchive.com
www.mapsofwar.com
www.thewha.org
<http://home.houston.rr.com>
www.historyhaven.com/APWH/APWorld.htm