

AP World History

I. Course Overview

AP World History is an academic year-long course that traces the development of world history from the earliest humans to the present, and emphasizes the analytical and writing skills necessary for success in a college-level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, a major research paper, and year-long practice of the DBQ, compare and contrast, and change and continuity over time essays. This course will also place particular emphasis on the five themes of world history: interactions between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The course will also place a focus on the key concepts that accompany these themes.

II. Themes

This course is based on a global perspective of the world and human interactions from early humans to the present day, using the five themes outlined in the *AP World History Course Description* consistently throughout the course.

1. Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

2. Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

3. State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

4. Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems

- Industrialization
- Capitalism and socialism

5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

III. COURSE MATERIALS:

Course Text:

Textbook: *The World's History*, Third Edition. Howard Spodek. Pearson Prentice Hall; Laurence King Publishing Ltd. 2006

Secondary Sources:

Reilly, Kevin. *Worlds of History: A Comparative Reader*. Vols. 1 & 2. New York: Bedford/St. Martin's. All editions published from 1999 to the present.

Sherman, Dennis, David Rosner, A. Tom Grunfield, Gerald Markowitz, and Linda Heywood. *World Civilizations: Sources, Images and Interpretations*. Vols. 1 & 2. New York: McGraw- Hill. All editions published from 1997 to the present.

Stearns, Peter, Stephen S. Gosch, and Erwin P. Grieshaber. *Documents in World History*. Vols. 1 & 2. New York: Longman. All editions published from 1998 to the present.

Wiesner, Merry E., William Bruce Wheeler, Franklin M. Doeringer, and Melvin E. Page. *Discovering the Global Past: A Look at the Evidence*. Vols. 1 & 2. Boston: Houghton Mifflin. All editions published from 1997 to the present.

Audiovisual Resources:

CNN Millennium Series

Secondary Supplemental Readings (entire readings and excerpts):

Guns, Germs and Steel by Jared Diamond

Societies and Cultures in World History by Kishlansky, Geary, O'Brien, and Wong

World Civilizations: The Global Experience by Stearns, Adas, and Schwartz

World Civilizations by Ralph, Learner, and Meacham

Southernization by Lynda Shaffer

Silk Roads or Steppe Roads? The Silk Roads in World History by David Christian

Global Migration, 1846-1940 by Adam Mckeown

IV. COURSE TIME LINE and CLASS STRUCTURE:

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignments	c. 1900 to the Present	20%

Unit 1: To – 600 C.E. (2 weeks)

Key Concept 1.1. Big Geography and the Peopling of the Earth

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

1. Describe the important demographic and common political characteristics of the following types of societies:
 - a. Sedentary agriculture
 - b. Pastoral societies
 - c. Hunter gatherers
2. Describe the key changes in technology (including a timeline of the key stages of metal use), social organization, and the nature of village settlements brought on by the Neolithic revolution
3. Describe the basic features of the following early civilizations including culture, social and political structure, and religion:
 - a. Mesopotamia
 - b. Egypt
 - c. Indus River Valley (Harrapan)
 - d. Shang China (Yellow River Valley)
 - e. Mesoamerica and South America

Thematic Activities

Interactions between humans and the environment

-After reading the opening chapter, students will discuss how the development of agriculture led to the formation of cities

Development and interactions of cultures

-Using photos and information from the textbook, students will compare early writing systems in chart form. Which groups used a writing system? Which didn't? What purposes did writing serve in early civilizations? Debate: was writing a cause or consequence of civilization?

-Use SOAPStone to analyze excerpts from the Epic of Gilgamesh (from Reilly *Worlds of History* Pg 41). Emphasis will be placed on identifying point of view, intended purpose, audience, and historical context.

-The meaning of "civilization." Using the following secondary sources: "The Idea of Civilization" by Kishlansky, "The Idea of Civilization in World Historical Perspective" by Stearns, and "The Birth of Civilizations" by Ralph, students will jigsaw the articles and discuss different interpretations of what it means for a group to be "civilized"

Development and transformation of social structures

-Students will use SOAPStone to analyze Hammurabi's Code (from Sherman's *World Civilizations* Pg 19-20); Major idea: what does this document tell us about Babylonian class distinctions?

Other assignments

- World Regions map activity: Students identify the major AP world regions on a map
- Cornell notes and other note-taking strategies
- Textbook reading strategies/techniques

Unit Two: 600 B.C.E. to 600 C.E.(4 weeks)

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

Key Concept 2.2. The Development of States and Empires

Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

1. Describe the major political developments, social organization, and gender roles in the following Classical civilizations:
 - a. China
 - b. India
 - c. Greece/Rome
2. Describe the trading patterns and key areas of contact among Classical civilizations
3. Find key developments within each of the preceding Classical civilizations in the areas of art, science and technology
4. Describe the key features of the following belief systems
 - a. Polytheism
 - b. Hinduism
 - c. Buddhism
 - d. Judaism
 - e. Confucianism
 - f. Daoism
5. Understand and compare the fall of the three major Classical civilizations.
6. Describe the process and importance of the migration of the following peoples:

- a. Bantu
- b. Huns
- c. Germans
- d. Polynesians

Skills

1. Introduce the process of document analysis using SOAPStone, SPICE categories, and point of view statements.
2. Introduce concepts of change and continuity over time and compare and contrast essay requirements.
3. Develop thesis writing skills that facilitate analytic and clear thesis statements.

Major Assignments:

1. Document Based Question essay assignment
2. Weekly reading and vocabulary quiz
3. Chapter tests
4. Unit Exam

Thematic Activities

Interactions between humans and the environment

-2007 DBQ- analyze Han and Roman attitudes toward technology

Development and interactions of cultures

-Analyze Greek and Roman works of art using SOAPStone. Then, students will create a Venn diagram comparing art in both societies and will write a thesis statement that highlights those comparisons. As a debriefing discuss: How has the study of Greco-Roman art influenced the study of their respective histories?

State-building, expansion and conflict

-Create a timeline highlighting significant events and turning points in Rome's rise to empire.

-2006 CCOT: Analyze continuities and changes in the cultural and political life of one of the following societies: Chinese, 100 C.E.-600 C.E., Roman 100 C.E.-600 C.E., India 300 C.E.-600 C.E. Students will write thesis statements in response to this prompt.

Creation, expansion, and interaction of economic systems

-Trans-Saharan trade map. What was traded? Where?

Development and transformation of social structures

-SPICE chart for comparison of classical India, China, and Rome

Other assignments

-Teacher will model the components of effective DBQ, CCOT, and C&C essays. In this unit students will focus on the construction of an appropriate and analytical thesis, supported by relevant historical evidence.

-Point of View activity; students will analyze sources from a hypothetical situation at a football game to determine the significance of “point of view”

-Shoe grouping activity: students will each put a shoe in the middle of the classroom. Then as a class we will group the shoes into categories, such as style, color etc

Unit Three: 600 C.E. to 1450 C.E. (8 Weeks)

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

1. Describe the circumstances surrounding the rise and role of Islam as a unifying force in Eurasia/Africa.
2. Describe the structure of the caliphate system and the achievements of the Islamic world in the areas of art, science and technology.
3. Describe key changes in interregional trade and cultural exchange; specifically the Trans-Saharan Trade network, the Indian Ocean Trade network, and the Silk routes
4. Describe key contacts between:
 - a. Christianity and Islam
 - b. Islam and Buddhism
 - c. The Mongol impact on Eurasia, China and the Middle East
5. Describe the key characteristics, including external and internal expansion, of the Tang and Song dynasties and the early Ming dynasty especially:
 - a. Economic revolutions and initiatives
 - b. Chinese influence of surrounding areas
 - c. Achievements in art, science and technology
 - d. Changes from the Shang – Han period
6. Describe the restructuring of European economics, political structures and social patterns.
7. Analyze the events surrounding the division of Christianity between East and West
8. Describe the cultural, economic and political patterns in the following areas:
 - a. Maya
 - b. Aztec
 - c. Inca
 - d. Japan
9. Compare the following:
 - a. Feudal systems of Japan and Europe.
 - b. Political and social developments in Eastern and Western Europe
 - c. Islam and Christianity
 - d. Aztecs and Inca
 - e. European contact with Islam and sub-Saharan African contact with Islam
 - f. The status of women in 1) pre-Islamic Arabia; 2) Early Islam; 3) Abbasid Empire

10. Assess the following demographic and environmental changes.
 - a. Nomadic migrations in the Americas
 - b. The Mongol conquests
 - c. Viking expansion and raids
 - d. The impact of the plague
 - e. Expansion of urban areas (ie: Song China, Aztec cities, etc.)

Skills taught:

1. Develop skills in point of view and identification of bias.
2. Discuss additional point of view and analysis of missing information.
3. Identify requirements of analysis and develop the ability to explain comparisons and changes/continuities over time.

Major assignments:

1. Compare and contrast essay
2. Continuity & Change over time essay
3. Document based question
4. 2 Comprehensive 70 question exams
5. Weekly vocabulary quizzes, chapter tests and reading quizzes

Thematic activities

Interactions between humans and the environment

- Map of Indian Ocean trade + textbook reading: what was the role of monsoon winds in Indian Ocean trade?
- Venn diagram comparing India Ocean trade to Mediterranean Sea trade
- Black Death: Students will be given a graph showing Europe's population at 1300, 1325 and 1350. Discuss: what can account for the differences?

Development and interactions of cultures

- Ibn Battuta map and reading. Students trace Ibn Battuta's journey on a map
- Mongols: using primary source documents on the Mongols, propose hypotheses as to who wrote them and why. Finally, determine point of view, intended purpose, audience and historical context for each source
- World religions graphic organizer
- In class timed-writing essays - 2005 compare and contrast essay: compare the process of state-building in two of the following in the period 600-1450; Islamic states, city-states, Mongol Khanates
- 2011 compare and contrast: compare the rise of two of the following empires: Mongols; Aztecs, Sub-Saharan Africa
- Oceania Activity- Some writers of this period question the Polynesians' ability to sail such vast distances without the use of sophisticated sailing technology, and without having what the Europeans at the time period would consider a "civilized" culture. Look at the documents in the Wiesner book pages 166-179 and find two sources of evidence (document, picture, or map) that

contradict this belief. Analyze each piece of evidence and explain in detail how the evidence demonstrates Polynesians' sailing and cultural sophistication.

State-building, expansion and conflict

-Students will write a journal entry as a member of Mansa Musa's pilgrimage

Creation, expansion, and interaction of economic systems

-Compare photos of Ming treasure ship and Spanish caravel. What does this say about Chinese and European advances in sailing technology during this period?

-Debate: what if China discovered America?

-2002 DBQ- in class essay - Compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions' origins until about 1500. Are there indications of change over time in either case, or both?

Development and transformation of social structures

-In class essay- 2009 CCOT – analyze continuities and changes along the Silk Roads from 200 B.C.E to 1450 C.E.

Other assignments

-Periodization activity: 600 C.E. and 700 C.E. rank events in each time period in order of significance and discuss: which is a better starting date for the post-classical period?

-Must-know dates worksheet- outline of important dates in this time period

Unit IV: 1450 C.E. – 1750 C.E. (7 weeks)

Key Concept 4.1. Globalizing Networks of Communication and Exchange

Key Concept 4.2. New Forms of Social Organization and Modes of Production

Key Concept 4.3. State Consolidation and Imperial Expansion

1. Define and analyze the importance of the Columbian exchange. Show an understanding of why the system was able to develop when it did.
2. Analyze the key changes in trade, technology and global interactions
3. Describe the basic political and social systems (including gender roles) of the following areas:
 - a. Ottoman Empire
 - b. Portugal
 - c. Absolutism in Spain and France
 - d. England
 - e. Russia
4. Define and compare the Triangle Trade and the Trans-Saharan slave trade networks, including the differences in the systems of slavery that each supported.
5. Describe the characteristics and key changes brought on by each of the following:
 - a. Scientific revolution, Renaissance and the Enlightenment
 - b. Cultural diffusion (ie: African contributions to the Americas)
 - c. Changes and continuities in Confucianism

Skills:

1. Continue to enhance writing and analysis skills

Major assignments:

1. Chronological Review project
2. Document analysis project
3. Essay rubric quiz
4. Continuity & Change over time essay
5. Comparative essay
6. 2 - 70 question exams
7. Weekly vocabulary quizzes and reading quizzes

Thematic Activities

Interactions between humans and the environment

-Columbian Exchange map and chart- document which products were traded and where they came from

Development and interactions of cultures

-Enlightenment philosophers' primary sources and chart. Use the primary source documents on the Enlightenment to complete the chart outlining each philosopher's beliefs
-In class essay- 2005 CCOT – analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750 (particular emphasis will be given to the analyses of global processes)
-In class essay - 2003 CCOT – analyze continuities and changes that resulted from the spread of Islam into one of the following regions in the period between c. 800 and c. 1750: W. Africa, S. Asia, Europe.

State-building, expansion and conflict

-In class essay- 2007 Comparison – compare the historical processes of empire building in the Spanish maritime empire during the period from 1450 through 1800 with the historical process of empire building in one of the following land-based empires; Ottoman empire, Russian empire.

Creation, expansion, and interaction of economic systems

-In class essay - 2008 CCOT- analyze continuities and changes in the commercial life of the Indian Ocean region from 1650 C.E. to 1750 C.E.
-In class essay - 2006 DBQ – analyze the social and economic effects of the global flow of silver from the mid-16th century to the early 18th century

Development and transformation of social structures

-Analyze a graph that shows how many slaves were taken to different regions in the Americas (i.e. Brazil, Caribbean, N. America etc.) during this period
-Complete a Venn diagram comparing the Atlantic and Trans-Saharan slave trade

Other Activities

- Periodization activity: 1450 C.E. and 1550 C.E. rank events in each time period in order of significance and discuss: which is a better starting date for this period?
- Must-know dates worksheet- outline of important dates in this time period

Unit V: 1750 C.E. – 1900 C.E. (7 weeks)

Key Concept 5.1. Industrialization and Global Capitalism

Key Concept 5.2. Imperialism and Nation-State Formation

Key Concept 5.3. Nationalism, Revolution and Reform

Key Concept 5.4. Global Migration

1. What changes are seen in global communications, trade and technology, especially:
 - a. Changes in world trade
 - b. The impact and characteristics of the Industrial Revolution
 - c. Timing of industrialization in different areas of the world
2. Describe the impact of demographic and environmental changes, especially:
 - a. End of the Atlantic slave trade
 - b. Increasing birth rates/population growth
 - c. Migrations from colonial areas to mother countries
3. Assess key changes in social and gender roles in the following:
 - a. Industrial societies
 - b. Emancipation in slave/serf societies
 - c. Rise and impact of socialism
4. Analyze and compare the impact of key revolutions
 - a. American Revolution
 - b. Haitian Revolution
 - c. Chinese Revolution
 - d. French Revolution
 - e. Tokugawa Shogunate and Meiji Restoration
5. Describe the political impact of nationalism in this era and the importance of the increasing movements for independence and political reform.
6. Explain the rise of Western dominance and the key characteristics and patterns seen in European colonialism.
7. Describe the status of European colonialism at the end of this period.
8. Discuss the cultural interactions among societies in this era:
 - a. African and Asian artistic influence in Europe
 - b. Cultural policies in Meiji Japan

Skills:

1. Establishing critical analysis of document groupings
2. Continue to enhance thesis and essay organization skills\

Major assignments:

1. Weekly essay practice
2. Urbanization project
3. 2 - 70 question exams
4. Weekly vocabulary quizzes, reading quizzes, chapter tests

Thematic Activities

Interactions between humans and the environment

-In class essay – 2003 DBQ - Analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of global economic changes in the 19th and into the 20th centuries.

-Reading and class discussion: Read “The Historical Roots of Our Ecological Crisis by Lynn White Jr” (Reilly, pg 495). and “Easter Island’s End,” by Jared Diamond (Reilly pg. 528) and discuss: What are White’s and Diamond’s interpretations of our modern ecological problems? Does Diamond propose a different theory for understanding those problems? With whom do you agree most?

-Synthesis Activity-follow-up discussion based on Diamond’s essay: How did discoveries in the disciplines of Paleontology, Botany, and Archaeology lead to a new understanding of Easter Island’s history?

-In class essay – 2004 CCOT – analyze continuities and changes in labor systems between 1750 and 1900 in one of the following regions: Latin America/Caribbean, Oceania, Sub-Saharan Africa

Development and interactions of cultures

-In class essay – 2009 DBQ - Using the documents, analyze African actions and reactions in response to the European Scramble for Africa.

-Industrial Revolution simulation/trial

-Read Rudyard Kipling’s “The White Man’s Burden” and discuss: how is this poem an example of Social Darwinism? How was Social Darwinism used to justify European imperialism in the 19th century?

State-building, expansion and conflict

-Analyze spheres of influence political cartoon- China

-Revolutions Spice Chart

-Imperialism Map Activity summarize, and then identify, major events in imperialism on a world map

Creation, expansion, and interaction of economic systems

-Primary sources: the writings of Karl Marx and Adam Smith. Use SOAPStone, and then summarize each person’s basic philosophies

-In class essay – 2002 comparison – compare differing responses to industrialization in any two of the following: Japan, Ottoman Empire, and Russia

Development and transformation of social structures

-2009 comparison essay – compare the effects of racial ideologies on North American societies with those on Latin American/Caribbean societies during the period from 1500 to 1830

Other Activities

Meiji Restoration cause and effect activity- given a list of events related to the Meiji Restoration, separate them into events that caused the Meiji Restoration and the events that were effects of the Meiji Restoration. Then divide those groups into short-term causes and long-term causes and short-term effects and long-term effects.

Unit VI: 1900 C.E. – Present (7 weeks)

Key Concept 6.1 Science and the Environment

Key Concept 6.2 Global Conflicts and Their Consequences

Key Concept 6.3 New Conceptualizations of Global Economy, Society and Culture

1. Discuss the impact of white supremacy and racism in the world, especially in respect to:
 - a. “Jim Crow” and “Separate but equal” in the U.S.
 - b. Apartheid South Africa
2. Discuss the rise of democracy and the limitations of democratic reforms in dealing with women’s rights and racism.
3. Describe the impact of, and key changes in the global system brought on by, the following
 - a. World War I
 - b. World War II
 - c. The Holocaust (key in creation of Israel)
 - d. The Cold War (nuclear technology)
4. Describe the current state of the global system, keeping in mind the role and importance of the following:
 - a. League of Nations
 - b. United Nations
 - c. World Bank/International Monetary Fund
 - d. NATO
5. Describe the new patterns of nationalism in this era including:
 - a. Fascism
 - b. Racism
 - c. Dissolution of the Soviet Union
6. Analyze the key economic developments of this age:
 - a. Great Depression
 - b. Decline of Socialism
 - c. Rise of Pacific Rim (multinational companies)
7. Describe the trends of decolonization including:
 - a. Religious extremism

- b. Populist regimes
- c. Military governments
- d. “India” model

8 Compare 20th century revolutions in the following key areas:

- a. Brazil, Peru, and Argentina
- b. Mexico
- c. Iran
- d. Egypt
- e. India
- f. North Africa
- g. SE Asia
- h. Communist China
- i. South Africa

Skills:

1. Review of all essay writing skills
2. Review document analysis, point of view and bias
3. Continue to discuss analysis and stress the importance of explaining why events occur, changes/continuities are present, and providing a reason for similarities or differences

Major assignments:

1. Comprehensive review project
2. Analysis project (students provide create key comparisons within units and key changes/continuities between units as groups and then individually provide analysis for each item.)
3. 2 - 70 questions unit exams
4. Weekly vocabulary quizzes, reading quizzes, chapter tests

Thematic Activities

Interactions between humans and the environment

- In class essay – 2011 DBQ – using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present
- Debate: Decision to drop the atomic bomb. Students will use photos and documents to help them make their decision

Development and interactions of cultures

- In class essay – 2008 DBQ - Based on the following documents, analyze factors that shaped the modern Olympic movement from 1892 to 2002.
- In class essay – 2010 CCOT – analyze continuities and changes in cultural beliefs and practices in one of the following regions from 1450 to the present: Sub-Saharan Africa and Latin America/Caribbean

State-building, expansion and conflict

-In class essay – 2005 DBQ - Analyze the issues that 20th century Muslim leaders in South Asia and North Africa confronted in defining their nationalism.

-In class essay – 2008 comparison – compare the emergence of nation-states in 19th century Latin America with the emergence of nation-states in one of the following regions in the twentieth century: Sub-Saharan Africa, Middle East.

-In class essay – 2007 CCOT – analyze continuities and changes in nationalist ideologies and practice in one of the following regions from the First World War to the present: Middle East, S.E. Asia, Sub-Saharan Africa

-Treaty of Versailles Report Card

Creation, expansion, and interaction of economic systems

-In class essay- 2010 DBQ - Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s.

-In class essay – 2006 comparison – compare the outcomes of the movements to redistribute land in two of the following countries, beginning with the dates specified: Mexico 1910, China 1911, Russia 1917

Development and transformation of social structures

-In class essay – 2004 comparison – compare the effects of the First World War on two of the following regions: East Asia, Middle East, South Asia

Other Activities

-2002 and 2007 released exams

-2012 New Format practice exam

-Must-know-dates review exercise

V. ADDITIONAL COURSE MATERIALS:

1. Optional review book: Cracking the World History AP Exam, 2012 edition. Armstrong, Daniel, Kanerek, Freer. Princeton Review Publishing. (Available at Barnes & Noble or Borders: under \$20.00)
2. Two (2) 4-inch 3-ring binders with a spiral notebook. You should use 1 of these each semester, and it will contain your chapter notes, class notes, vocabulary list, reading questions, maps, and all other materials I give you throughout the year. If maintained properly, this will be your AP Exam study guide.
3. One (1) set of dividers, package of 10. The 10 dividers will contain each of your units plus supplemental materials.
4. Pens and Pencils on a daily basis, as assignments will require each. Blue or black ink ONLY!

VI. COURSE ACTIVITIES:

Course activities will vary, but will incorporate any or all of the following:

1. Reading and discussion of the text (25 – 40 pages a week)
2. Chart work, map work, key terms, and chapter questions

3. Lecture/Notes
4. BRIEF audio visual presentations
5. Document analysis
6. In-class essay (DBQ, Continuity and Change Over Time & Compare and Contrast)
7. Daily reading quizzes and weekly chapter tests

VII. GRADING POLICY AND EVALUATION PROCEDURES:

1. The grading scale for this course is based on the total points accrued versus the total points possible: 100-90% = A 89-80% = B 79-70% = C 69-60%=D <59% =F
2. Each quarter will count 45% towards your semester grade and the semester final exam counts for 10%.
3. The **quarterly evaluation** will be drawn from the following formula:

ASSIGNMENTS (50%): Class work, homework, and notes are a reality. Normally, the homework will involve reading and taking notes on your text and supplemental materials, key-terms, geography assignment, and reading questions; but it may also involve an activity, essays, etc. Homework is due on the due date when I ask for it in class. If you cannot produce an assignment when I ask for it, it is then late, and it will only receive half-credit.

1. All assignments require a work title, name, and heading. (student name, date, class period)
2. All work must be completed in blue or black ink
3. Good note-taking ability will loom large in your success in this class. Notebook checks are done quarterly.

TESTS/QUIZZES/ESSAYS (50%): Tests will generally cover a chapter, and are objective in nature. Expect a test to be worth at least 50 points and may include multiple choice, short answers, and essays. Chapter tests will be given **at least** once a week using similar formats (on average, once each 4 days), and will cover text and/or lecture comprehension. There will also be two major unit exams each quarter. Reading quizzes are done regularly.

1. Tests will cover reading content, class discussions, key terms, people, and vocabulary, as well as a demonstration of the usage of history.
2. Quarterly, students will be given 3-5 “timed” essays. The essays will consist of: Document-Based Question (DBQ), Continuity and Change over Time (CCOT), and Compare and Contrast (C/C) formats in preparation for the AP examination.

MAKE UP POLICY (supplemental):

1. All make up arrangements must be made within three days after returning to class. **EXCEPTION:** Any major assignment given with at least one (1) week advance notice is due on the day you return to class, if you missed class on the due date.
2. All absent students have the right to make up work, and a due date will be assigned as such.

3. Make up times for missed tests or quizzes will be allotted via appointment with me either before or after school.
4. It is recommended to notify me AS EARLY AS POSSIBLE about any pre-arranged absences, so that I may give you work in advance.

VIII. CLASSROOM BEHAVIOR EXPECTATIONS:

1. Tardies: Simply put, DON'T do it. If you have 5 tardies, you will receive after school detention, 6 will receive an automatic "S" for citizenship, and 7 will receive an automatic "U" for citizenship.

2. General Behavior: As 10th graders, I do expect you all to understand proper decorum within a classroom. The overriding principle I adhere to is one of respect towards me and each other. If you do decide to be disruptive, the first offense will result in a SINGLE warning. The second offense will result in being moved to another seat accompanied by a phone call home. The third offense will result in a 30-minute detention, and another phone call will be made. The fourth offense will necessitate a Dean's referral.

3. Scholastic Dishonesty: From Plagiarism.org, this is the definition of plagiarism: Plagiarism is the improper use, or failure to attribute, another person's writing or ideas (intellectual property). It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work. As high school sophomores, I cannot stress enough how important it is that you give credit where credit is due. In college, plagiarism means immediate expulsion. Here, plagiarism and cheating will mean the following: a) You and the person you may have collaborated with will receive a zero for the assignment, b) Your parents will be notified, and you will get a Counselor's Referral, and c) You have lost a significant portion of my trust and respect for the remainder of the school year!

4. Make up work: If you had an excused absence, please consult the Missed Assignments binder for AP World, located in the classroom. You may get associated worksheets before or after class, not during. If your absence forced you to miss a quiz or test, you have 2 days to make it up. In either case, if you had a prolonged absence, please see me to set up a make-up schedule.

IX. Exam Information:

The AP World History Exam is 3 hours and 5 minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section of the examination accounts for half of the student's exam grade, and the free-response section for the other half. The Test will be given in May.

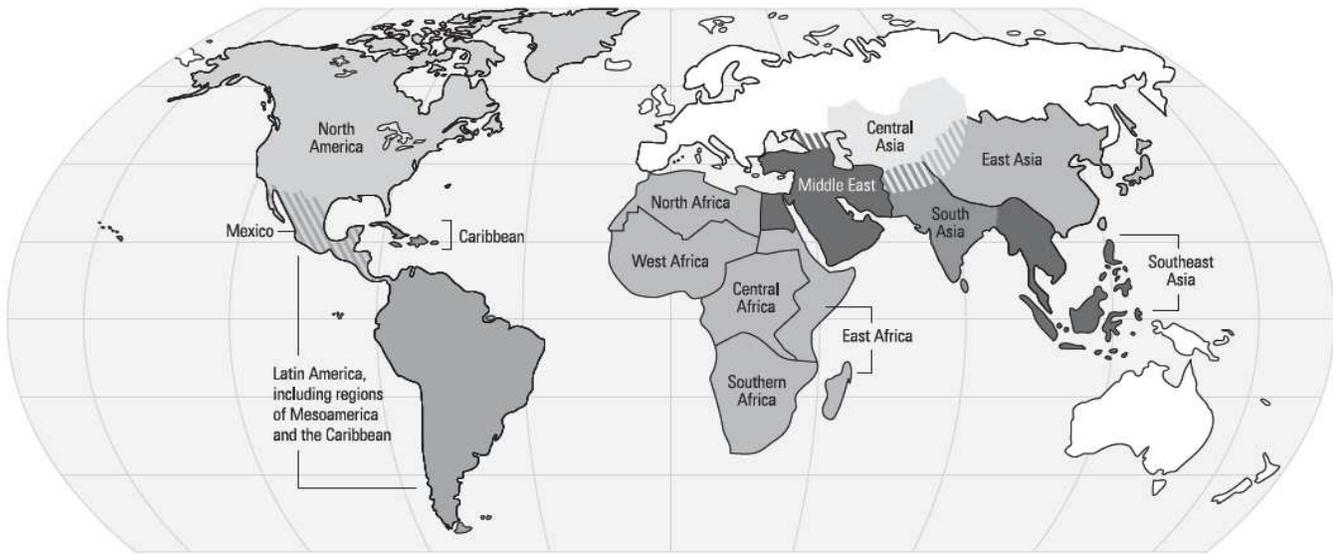
Question Type	Number of Questions	Timing
Multiple-choice	70 questions	55 minutes
Document-based question	1 question	50 minutes (includes a 10-minute reading period)
Change-over-time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

AP World History Curriculum Framework

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Syllabus Acceptance Statement

“I have read and understand the expectation required of me in AP World History as per this syllabus. I am aware that to successfully complete this course of study, I need to attend class on a regular basis, actively participate in class or small group discussions, complete and turn in assignments for grading, and conduct myself in a responsible fashion while in class.

Student’s Signature

Date

“I have also reviewed this syllabus with my son/daughter and I/we are aware if it’s content.”

Parent/Guardian’s Signature

Date

Parents’ E-mail
address:_____

This year in World History AP we will be watching an occasional movie that has a rating of PG. According to CCSD, a permission slip needs to be signed for a student to view any movie with a rating over G. Please sign stating your views on this matter.

_____ I give permission to my child to watch a movie rated PG.

_____ Signature

_____ Print name

_____ I do not give permission to my child to watch a movie rated PG.

_____ Signature

_____ Print name