



**ADVANCED PLACEMENT WORLD HISTORY
COURSE SYLLABUS 2017-2018**

MR. MARK ANDERSON

Room 332

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NATIONAL AP EXAM: THURSDAY MAY 17, 2018

COURSE DESCRIPTION:

This is a year-long course approved by the College Board and it satisfies the Georgia state graduation requirements for World History. The course will be organized and instructed in accordance with College Board guidelines. Please refer to the links contained at the end of this document for excellent resources on the course content, historical thinking skills exercised, and the format of the AP exam.

FALL SEMESTER:

<p>Period 1 8000 B.C.E. – 600 B.C.E.</p> <p>Foundations of Civilization</p>	<p>Unit 1</p>	<p>Textbook Chapters: 1, 2, 3</p> <p>Amsco Chapters: 1, 2</p>
<p>Period 2 600 B.C.E. – 600 C.E.</p> <p>Classical Civilizations; New Religions; Long-Distance Trade Routes</p>	<p>Unit 2</p>	<p>Textbook Pages 55-59; 78-85; Chapters 4, 5, 6; 8</p> <p>Amsco Chapters: 3, 4, 5</p>
<p>Period 3 (part one) 600-1450 C.E.</p> <p>The Americas through 1450; Europe, Asia and Africa 600-1200 C.E.</p>	<p>Unit 3</p>	<p>Textbook Chapters: 7; 9, 10, 11; pages 393-397</p> <p>Amsco Chapters: 6, 14; 7, 8, 9, 10, 11, 12</p>
<p>Period 3 (part 2) 600-1450 C.E.</p> <p>Europe, Asia, and Africa 1200-1450</p>	<p>Unit 4</p>	<p>Textbook Chapters: 12, 13, 14; 404-409</p> <p>Amsco Chapters: 9, 11, 12, 13</p>

<p>Period 4 (part 1) 1450-1750 C.E.</p> <p>Europe's Maritime Revolution; Transformations in Europe; Columbian Exchange; Atlantic System, Colonialism, and Slave Trade</p>	<p>Unit 5</p>	<p>Textbook Chapters: 15, 16, 17, 18</p> <p>Amsco Chapters: 15, 16, 17</p>
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SPRING SEMESTER:

<p>Period 4 (part 2) 1450-1750 C.E.</p> <p>Russia; Islamic Gunpowder Empires; Developments in East Asia</p>	<p>Unit 6</p>	<p>Textbook Chapters: 19, 20</p> <p>Amsco Chapters: 18, 19, 20</p>
<p>Period 5 (part 1) 1750-1900 C.E.</p> <p>Industrial Revolution; Atlantic Revolutions; Land Empires of the Era; the Americas after Independence</p>	<p>Unit 7</p>	<p>Textbook Chapters 21, 22, 23, 24</p> <p>Amsco Chapters: 21, 22, 23, 24</p>
<p>Period 5 (part 2) 1750-1900 C.E.</p> <p>Age of Imperialism, Global Links, and New Power Balance</p>	<p>Unit 8</p>	<p>Textbook Chapters: 25, 26</p> <p>Amsco Chapters: 22, 23, 24</p>
<p>Period 6 (part 1) 1900 C.E. – Present</p> <p>WWI; Interwar Years; WWII</p>	<p>Unit 9</p>	<p>Textbook Chapters: 27, 28, 29</p> <p>Amsco Chapters: 25, 26, 27</p>
<p>Period 6 (part 2) 1900 C.E. – Present</p> <p>Cold War; Decolonization; Globalization; Environment; Modern Challenges/Developments</p>	<p>Unit 10</p>	<p>Chapters 30, 31, 32</p> <p>Amsco Chapters: 28, 29, 30</p>
<p>REVIEW FOR THE A.P. TEST</p>	<p>Unit 11</p>	<p>REVIEW FOR THE A.P. TEST</p>

**Please note: this course uses the designation B.C.E. (before the common era) and C.E. (common era); these labels correspond to B.C. (before Christ) and A.D. (anno Domini).*

MAIN TEXTS:

- Bulliet, Richard et al. *The Earth and Its Peoples: A Global History*, 6th ed.
- Andrea/Overfield. *The Human Record*.
- Amsco. *World History: Preparing for the Advanced Placement Examination*.
- Additional sources will be used for activities and assignments throughout the course.

UNIT ROUTINES:

Please rely on the following procedures to help keep you organized and prepared.

1. At the beginning of every unit you will be given a **calendar**. The calendar lets you know the due dates of quizzes and tests. Other assignments will be added as needed and announced in class.
2. The calendar also contains the required reading for this course. It is broken down into suggested pages for each night. You are **STRONGLY ENCOURAGED** to keep up with the assigned reading. You will get so much more out of class if you have done the reading before each class activity, and you will be better able to learn and retain the information if you do not cram before quizzes or tests.
3. We have different types of grades in every unit so there are a variety of ways to demonstrate your knowledge. In every unit, expect to have at least one test, quiz, HW/CW grade, and opportunity to write.
4. Your teacher **WILL** use a class webpage such as **Google Classroom or Edmodo** to post resources and reminders and collect assignments. Please make checking this website a part of your academic routine.
 - a. TEACHER WEBSITE/LOG-IN INFO (write down here):

EXPECTATION – A SCHOLARLY ATMOSPHERE:

- *Daily Preparation*: bring your textbook, an organized notebook, and writing utensils every day; bring your Chromebook, fully charged; be in the habit of writing down assignments and due dates
- *Focus on A.P. World History*: If you are doing work for another subject in class, it may be confiscated.
- **CELL PHONE POLICY**: Phones are NOT allowed in class unless the teacher grants you specific permission to use it during a given class period for research. As soon as class begins, they should be **OFF YOUR DESK AND OUT OF SIGHT**. After the first one or two violations of this expectation, a **WARNING** will be given. After the next violation of this expectation, the phone will be **CONFISCATED** and returned at the end of the period. After the next violation, the phone will be **TURNED IN TO AN ADMINISTRATOR**.
 - **ON TEST DAYS**, you may NOT get out your phones when you are done with the test. They are to remain out of view for the entirety of the period. Violations of this policy on test days will result in more severe consequences than the ones outlined above.
- **CHROMEBOOK POLICY**: Please bring your Chromebook, charged, to class every day. We will not necessarily use the Chromebooks every day, so please wait until your teacher asks for you to open them and start using them.
 - **One of the best things about the Chromebooks is that we can use them to type our answers during in-class assignments. This means that the expectation is that written responses we do in class should be longer and more thoughtful than answers you would typically write with a pencil and paper.**

- *Headphones*: Headphones are not allowed in class unless you ask and the teacher grants you specific permission. Do not assume that when the teacher is not talking it is ok for you to put on headphones.
- *Being on Task*: You are in class to be an active participant in your own learning. You must commit to thinking and trying your best in this class. You are not here to fritter away an hour every day, but rather to challenge yourself and grow.
- *Assigned Seats*: This option will be used if students show a lack of maturity and self-control to be able to sit in seats of their own choice without being disruptive and unfocused.
- *Plagiarism*: See below for the full policy. As a reminder, unless the teacher explicitly says so, the assumption is that ALL assignments must be done individually and must be written in your own words. It is NOT OK to copy from the textbook or Internet! It is NOT OK to work with other students on assignments unless the teacher gives explicit permission!
- **Reading Time Policy**: Every day at the end of 2nd period we will transition from our “normal” learning and teaching to announcements and 10 minutes of independent choice reading for all students and staff. The expectation is that you bring in a book of your choice to read every day during this allotted time. This is not time to be used for tests, lessons, labs, HW, assigned reading from one of your classes, or cell phones. It is time to breathe, relax, and enjoy a book!
 - If you need help selecting a book of interest, please ask any teacher, counselor, administrator, or parent for assistance.
 - Disruptive or uncooperative behavior will be handled through the normal disciplinary process.

EXPECTATION – COMMENDABLE PERSONAL CHARACTER:

Here at Northview, we have a high expectation of what it means to be a Titan. In and out of the classroom, a Titan consistently demonstrates these four pillars of what it takes to be a “good” person:

- *Integrity*: is honest; follows honor code; is on time; takes pride in one’s work; does the right thing
- *Positive Attitude*: speaks/thinks positively; follows directions; sees the value in the class content
- *Compassion*: assume good will on the part of the teacher; be a team player; respect and support others
- *Personal Responsibility*: Use time wisely; be prepared for all class assignments; strive for success; dress appropriately

ATTENDANCE & TARDIES:

- Students are expected to be in class and ready to begin work when the second and final bell sounds. Upon the first tardy, you will be given a written warning. The second tardy will earn a private detention, the third tardy an administrative referral and two days public detention, and the fourth tardy will earn an administrative referral, Saturday school, and possible further consequences.
- If you are absent, you must obtain an admit slip from the attendance office before going to class. It is your responsibility to show your admit slip to your teacher, get it signed, and ask what you missed.
- Students with an excused absence will be granted an extension to complete all missed assignments equal to the duration of the absence, with no penalty. Students with an unexcused absence may make up missed assignments, but the work may be treated as late work for partial credit.

- If you are absent the day before a quiz or test, you are still expected to take the assessment **on the day you return!** If you are absent on the day of a quiz or test, you are expected to take the assessment on the day you return! This is because quizzes and tests are announced well in advance.
- Teachers reserve the right to give a comparable and fair alternate assessment to any student who is absent during a graded assignment of any kind, including quizzes or tests. This may mean a written exam in place of a multiple-choice examination, but of course over the same material.

LATE WORK POLICY:

Students are required to submit assignments on the due date. If a student submits an assignment late, the penalty is as follows:

- 10% reduction in the score earned on that assignment PER DAY that the assignment is late
- After an assignment is 5 days late, there will be a 50% reduction in the score earned on that assignment. But, the deduction will never be more than 50%. So you are encouraged to turn in all assignments to still earn at least half-credit.
- **IMPORTANT:** To be eligible for recovery, ALL ASSIGNMENTS from throughout the semester must be turned in. There cannot be any 0s in the gradebook. Teachers will accept late work at any time until 10 days before the end of the semester. Please refer to the handbook for more details on this policy.

MORE IMPORTANT CLASS POLICIES:

- Each unit test will culminate in a multiple choice test. The questions will be a variety of stimulus-based and non-stimulus-based questions. There will be approximately 60-70 questions per test and you will be given the whole class period to finish it.
- Over half of the AP test involves writing, through short answer questions and two long essays. Therefore, we have to practice writing consistently throughout the semester. Sometimes we will write full essays, but more often we will answer short-answer questions and compose responses that capture individual rubric points for the long essays. We will gradually build our skills throughout the year as we practice writing in class. Opportunities to write will sometimes be graded, and sometimes will not be graded.
- Students will be expected to take notes and be engaged during class. Information delivered via lecture, discussion, or group activities are fair game for quizzes and other forms of assessment. The student is responsible for taking these notes **and for obtaining information missed due to absences**. Students are also expected to be fully engaged in all class activities at all times. Failure to do so will result in consequences deemed appropriate by the teacher.
- **QUIZZES AND PEER GRADING:** One of our important routines is taking weekly reading-quizzes to ensure that students are keeping on track with the nightly reading. Often, we will peer-grade these quizzes in class, under strict teacher supervision of course. **The penalty for dishonest peer grading is a 0 on the quiz and a possible honor code violation!** If you have any questions during the grading process, please let me know. These reading quizzes are scheduled ahead of time and will be indicated on your calendars. You are expected to be in attendance for each quiz.
- **NOTE: In the event a student is absent on the day of a test or other major assessment, it will be at the teacher's discretion to offer an alternative assessment in order to ensure the integrity and fairness of graded work throughout the course. This means that a written exam could take place of a multiple choice exam, covering the same material of course.**

GRADING SCALE & WEIGHTS::

NOTE: Per Fulton County policy, 7 honors points will be awarded to the students' average on the final report card of the semester, not on progress reports. These points will be awarded ONLY if the student is passing the course with a 70 or above. If you have questions about weighted vs un-weighted grades, please see your counselor.

A=100-90

B=89-80

C=79-70

F=69-0

↪ **45%** Tests; Summative Writing

↪ **20%** Quizzes

↪ **20%** Projects/HW/CW

↪ **15%** Midterm Exam (1st Semester); Final Gradable Experience (2nd Semester)

RECOVERY POLICY:

1. Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course standards. It is not for the student who has been failing for many weeks and then wishes to recover during the final days of the course. Opportunities for students to recover from a 74 or below *cumulative* average will be provided when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements. *Students who have not attempted to complete all course requirements are not eligible for recovery.* At the teacher's discretion, recovery assignments can raise a grade up to a 75, but no higher.
2. Students may initiate recovery on major assessments starting with the second major assessment of the semester as long as they have made a legitimate effort to meet all course requirements including attendance. Unexcused absences may prevent this opportunity.
3. So that students stay focused on the content at hand and don't become overwhelmed and fall too far behind, they must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. Recovery work must be completed within ten school days prior to the end of the semester. The nature and type of recovery assignment is given at the discretion of the teacher.

***Grading guidelines for recovery assignments will vary by course. It is the responsibility of the student to ASK AND FULLY UNDERSTAND the recovery policy offered by their teacher. This conversation should be had well in advance of the end of the semester.**

HONOR CODE – from the school handbook:

As members of Northview High School, we honor academic and personal integrity. We uphold the values of honesty, integrity, respect, responsibility, and our mission is to instill excellence in academics.

Cheating has been defined as giving or receiving, in any form, information relating to a gradable experience including the use of sources of information other than those specifically approved by the teacher, either during or outside of class.

Examples of cheating include, but are not limited to, visual exchanges (cheat sheets, copying, open books or notes, writing on hands, shoes, or desks, calculators, etc.), and verbal, electronic or coded exchanges. Other examples include, but are not limited to, plagiarism, discussing tests with students who have not taken the test, copying homework assignments, not citing sources, etc.

When a student is found to be cheating, the teacher may issue a grade of zero for the assignment. This assignment may not be made up nor will the student be eligible for recovery. It is the responsibility of each classroom teacher to adhere to this policy. The teacher will complete an Honor Code Violation form; have the student sign, and follow-up with a phone call to a parent/guardian. The office will mail a copy to the parent/guardian and place a copy in the student's disciplinary file. Honor Code violations will be reviewed when considering students for awards and recommendations.

A student who gives his/her original work to copy – in whole or in part – to another student to turn in as an original assignment is guilty of a very serious wrong. Such action constitutes willful participation in a deliberate deception; the student supplying the work should expect to be dealt with accordingly.

Upon teacher request, students may be required to submit research papers or other written work to turnitin.com. The website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student's work was not copied from any source.

The **first offense** of academic dishonesty results in a score of 0 for the assignment, and loss of ability to do any recovery. The student is also referred to the administrator, parents are notified, and notice goes in your permanent file. Further offenses include all of the above consequences plus further consequences such as ISS, OSS, removal from extracurricular activities, and more as deemed necessary by the administrator.

Examples of honor code violations: copying work or allowing another person to copy; plagiarizing work; cheating during quizzes/tests; discussing quizzes/tests/essays with other students

TEACHER AVAILABILITY:

The easiest way to contact us is through the email addresses listed at the top of the syllabus. We are available by appointment for extra help, study sessions, or make-up work. ***Students, please see your teacher if you are confused or concerned so that we may remedy the situation.*** Parents, please feel free to contact the teacher should you have any concerns or questions.

*If at any point you want to know what your grade is, please know that you may check HAC (Home Access Center) for the most up-to-date snapshot of your current progress.

DISCLAIMER:

All Fulton County and Northview policies will be enforced within the classroom. Any policy or procedure outlined above may be changed if the teacher deems it in the best interests of the students, and notice of such changes will be provided.

Learn to Read & Study More Effectively: You can read more effectively by doing the following . . .

*Be an active reader. If you spend a half-hour "reading", but are unable to recall anything when you are done, you have wasted your time. Pause to self-check for understanding after each page. Do not ignore pictures, diagrams, tables and sidebars in your textbook. These features serve to make the text more interesting and may include important information. Take notes as you read, but don't just transcribe the book. If you can condense a 30-page chapter to a few pages of good notes written in your own words, it is going to be much easier to review and you will have proven to yourself you know how to identify and express the main ideas.

*Strategies for how to take good notes will be practiced in class.

*You are strongly encouraged to read a little bit each night, instead of all at once the night before an assessment. You are also encouraged to use a review book throughout the semester to get distilled main ideas in a different voice. Finally, you are encouraged to be an active studier, which means studying through making timelines or writing significance statements, not just studying by re-reading the textbook passively.

*History is about cause/effect, context, and periodization. It is not about memorization. You have to understand how things fit together and what caused things to happen; you are not here to memorize random discrete facts.

COLLEGE BOARD LINKS THAT PROVIDE A COURSE OVERVIEW:

1. As implied in the syllabus above, this course is divided into SIX Time Periods. Period 1 (8000 B.C.E. – 600 C.E.) is the least represented Time Period and will be covered mostly through the summer assignment. The rest of the time periods are as follows:
 - a. Period 2: 600 B.C.E. – 600 C.E.
 - b. Period 3: 600 – 1450 C.E.
 - c. Period 4: 1450 – 1750 C.E.
 - d. Period 5: 1750 – 1900 C.E.
 - e. Period 6: 1900 – Present
2. This course is also divided into the different regions of the world, each receiving roughly equal emphasis in the curriculum and AP test. Here is a map depicting the AP regions you need to know:
http://klahowya.ckschools.org/UserFiles/Servers/Server_89572/Image/Classroom%20pages/Kreifels/AP%20World%20History/region_map.jpg
3. This course is not just about learning factual content knowledge. It is also about learning how to practice the discipline of history and the skills that are required of historians. This document outlines the historical thinking skills that are developed during this course, and that are tested on the AP Exam. <https://apcentral.collegeboard.org/pdf/ap-world-history-course-overview.pdf?course=ap-world-history>
4. This course culminates in an AP Test that is proctored on the morning of Thursday May 17, 2018. It consists of a multiple choice section, a short-answer section, a DBQ, and an LEQ. For more information on the format of the exam, visit this link:
<https://apcentral.collegeboard.org/pdf/ap-world-history-course-overview.pdf?course=ap-world-history>

5. The DBQ and the LEQ are the two long essays that students will compose as part of the AP test. We will practice these throughout the year. They are scored according to official rubrics, to ensure standardization throughout the nation. Here is a link to the rubrics:
<https://apcentral.collegeboard.org/pdf/rubrics-ap-histories.pdf?course=ap-world-history>

6. Finally, within each of the six time periods, the course is divided into individual key concepts. These key concepts reflect the dominant themes of world history in five major categories (SPICE): Social Issues, Politics and State-Building, Interaction with the Environment, Culture, and Economics. Through a combination of outside reading and in-class activities, we will cover every key concept. For a document that lists the key concepts in chronological order, visit this link:
<https://apcentral.collegeboard.org/pdf/rubrics-ap-histories.pdf?course=ap-world-history>
 - a. Note: that document is very long and is in fact the entire curriculum framework for the course – to read just about the key concepts, go to pages 35-144 (according to the number in the lower right corner of the framework)