

AP WORLD HISTORY SYLLABUS

Lakeside High School



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Course Website: <https://dekalbschools.edmodo.com/>
Textbook: *World Civilizations: The Global Experience*

School Year: 2017-18
Room Number: T6
Tutorial Days: Monday and Thursday
Tutorial Hours: 3:15p-4:00p
Tutorial Location: T6
Textbook Price: \$70.47

Course Description: According to the College Board,

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction 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) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

Notice that AP World History stresses both the "content of world history" and developing "the thinking skills and methods used by historians." Emphasizing factual knowledge alone would create a course that is nothing more than rote memorization of facts with little or no understanding or interpretation of those facts. Given that AP course are designed to replicate the rigor of a college-level course, this would be insufficient. Therefore we must combine the "content of world history" with the "thinking skills" of historians to achieve that expected level of rigor. The memorization of names, dates and so forth is the easy part of this course. The difficult part of the course will be developing the requisite analysis and interpretation skills.

Historical Reasoning Skills: The College Board placed heavy emphasis on the Historical Reasoning Skills for all of its history courses. However, these skills are widely useful (and I would argue necessary) beyond the AP World History classroom and beyond the subject of history. These skills are essential to being a productive and engaged citizen and the true purpose of taking the AP World History course.

Contextualization – The ability to describe an accurate historical context for a historical development or process and understand how that context influence the historical development or process.

Comparison – The ability to describe and explain relevant similarities and/or difference between historical developments of processes.

Causation – The ability to describe and explain the relationship between causes – both primary and secondary – and effects – both short-term and long-term – between specific historical developments or processes.

Continuity and Change over Time – The ability to identify and understand the patterns in which historical developments or processes both change and remain constant over time. Students should also be able to explain the significance of specific historical developments or processes fit into larger patterns of continuity and change over time.

Every question on the AP exam will reflect one or more of the Historical Reasoning Skills. It is therefore of the utmost importance that students be aware, understand, and practice these thinking skills both in and out of the classroom.

Themes: The College Board defines five divisions, called themes, into which the content for the AP World History course can be situated. The purpose of these themes in to help students categorize information for easier processing. These themes are Human-Environment Interaction, Culture, Political, Economic, and Social. We will discuss the themes in depth during class and use them frequently.

Course Outline (AP World History Time Periods):

Period 1 (8000BCE to 600BCE): Peopling of the Earth; The First Civilizations; Hinduism & Judaism	Fall Semester - Weeks 2 & 3
Period 2 (600BCE to 600CE): The Classical Civilizations: China, India, Persia, Greece & Rome; Birth & Spread of Christianity & Buddhism	Fall Semester - Weeks 3 – 7
Period 3 (600 to 1450): The Postclassical Period; Rise & Spread of Islam; Byzantine Empire & Medieval Europe; Tang/Song China; Mongol Empire; Inca & Aztec Societies	Fall Semester - Weeks 8 – 13
Period 4 (1450 to 1750): The Early Modern Period; Origins of Global Exploration; Renaissance & Reformation; Absolute Monarchy; The Atlantic System; The Slave Trade	Fall Semester - Weeks 13 – 17 Spring Semester - Weeks 1 & 2
Period 5 (1750 to 1900): The Modern Period; The Industrial Revolution; Anti-Slavery Movement; Decline in the Islamic World; Europe meets Asia; European Imperialism	Spring Semester - Weeks 3 – 9
Period 6 (1900 to the present): The Contemporary Period; The World at War; The Cold War; Globalization	Spring Semester - Weeks 10 – 16
AP Exam Review	Spring Semester - Weeks 17 – 18

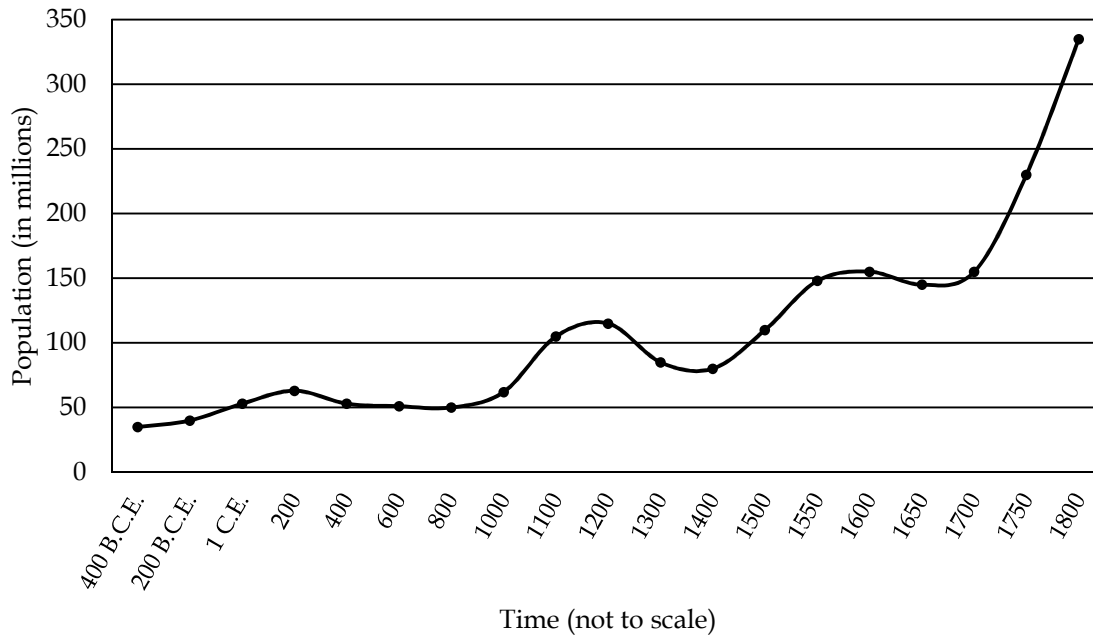
AP Curriculum: Posted in the classroom and available online at

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

Sample Test Question:

The AP World History multiple choice questions are more challenging than the average questions that you might see on a standardized test. The multiple choice section is structured around sets of question (2-5 questions per set) with each set based on a stimulus e.g. a primary or secondary text, a picture, a graph, etc. The question below is an example of an AP multiple choice question.

POPULATION OF CHINA, 400 B.C.E. to 1800 C.E.



- Which of the following best explains the changes illustrated in the chart during the period 400 B.C.E. to 600 C.E.?
 - The rise and collapse of the Han dynasty
 - The development of the Silk Road trade networks
 - The increased number and variety of livestock animals
 - The development of large cities as social and administrative center

To answer this question correctly, you need to connect the “content of world history” with “the thinking skills and methods used by historians.” See the chart below for the content you must be able to connect to the Historical Thinking Skill.

Historical content you must know	Historical Thinking Skills you must do
When did the Han Dynasty rise and collapse? When did the Silk Roads develop? How did the number and type of animals change from 400 B.C.E. to 600 C.E.? How did cities’ role and functions develop from 400 B.C.E. to 600 C.E.?	Which of this content caused the pattern shown? <ul style="list-style-type: none"> Han Dynasty Silk Roads Number and type of animals Role and function of cities

In the case of this question, you would need to know that the Han Dynasty overthrew the Qin Dynasty in circa 206 B.C.E. and established a period of prosperity and growth in China which caused population growth. You would also need to know that the Han Dynasty collapsed in 220 C.E. leading to three centuries of political, and hence social and demographic, turmoil.

For this question, the answer would be (A).

Grading Scale

The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal.

Grading Categories		Grade Protocol
Formative Assessments	0%	A - 100-90
Assessment During Learning	25%	B - 89-80
Guided/Group Practice	45%	C - 79-71
Summative Assessment	30%	D - 70
		F - 69 and below

Assignment Type	Points	Grading Category
Reading Quizzes	10 each	Assessment During Learning
Short-Answer Quizzes	30 each	Assessment During Learning
Class Assignments	10 each	Guided/Group Practice
March Madness Project (Spring Semester only)	150	Guided/Group Practice
Mock AP Project (Spring Semester only)	60	Guided/Group Practice
National History Day Project (Fall Semester only)	200	Guided/Group Practice
Participation	10 each	Guided/Group Practice
End-of-Unit Tests	100 each	Summative Assessments
Essays	100 each	Summative Assessments

Academic Integrity: The cornerstone of all scholarly pursuits is academic honesty. Any type of academic dishonesty – cheating, plagiarism, copying work done by others, etc. – will result in the student receiving a zero for that assignment. This policy will be enforced regardless of the weight of the assignment.

Late Assignments: All assigned work **MUST** be completed. However, assignments not submitted by the given due date will be marked down 50%. Students who have not turned in an assignment within three days of the due date will be assigned teacher detention to complete the assignment.

Make-up Policy: Assignments missed due to absence should be completed within three days of the return to class. Please see the Edmodo site for missed assignments. Extended absences will be given special consideration.

Test/Essay Make-up: Missed tests/essays must be made up before or after school in T6 within three days of the return to class. Extended absences will be given special consideration.

Course Materials: The list below constitutes a partial list of the resources to be used in the AP World History course. The first entry by Peter Stearns is the county-issued textbook.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz and Marc J. Gilbert. *World Civilizations: The Global Experience, AP* Edition*. New York: Pearson Longman, 2007.

- Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History*. Boston: Houghton Mifflin, 2005.
- Bentley, Jerry H. and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York: McGraw-Hill, 2011.
- Reilly, Kevin. *Worlds of History: A Comparative Reader*. Boston: Bedford/St. Martin's, 2007.
- Sherman, Dennis, A. Tom Grunfeld, Gerald Markowitz, David Rosner and Linda Heywood, editors. *World Civilizations: Sources, Images and Interpretations*. Boston: McGraw Hill, 2006.
- Stearns, Peter N., editor. *World History in Documents: A Comparative Reader*. New York: New York University Press, 2008.
- Strayer, Robert W. *Ways of the World: A Global History*. Boston: Bedford/St. Martin's, 2011.

Contract for Learning

A learning contract is a written agreement between a student and a teacher that outlines what is to be learned, how it will be learned, and how that learning will be evaluated. Frequently, newspaper articles and television news broadcasts emphasize the role of quality teachers and involved parents in the learning process. While teachers and parents are important, the person with the greatest impact on student learning is the **student**. The difference in the learning achieved between a responsible and irresponsible learner is significant. In this class, the ultimate responsibility for learning will rest with the student.

The purpose of this contract, which will be signed by the teacher, the student, and the parent/guardian, is to acknowledge the responsibility of each of those parties in the student's education. Those responsibilities are as follows:

Responsibilities of the student

- The student will attend class on a daily basis (illness, family & school commitment, etc. notwithstanding).
- The student will follow the classroom rules and procedures.
- The student will come prepared to learn at the beginning of each class.
- The student will ask for clarification of instructions if needed and for help understanding concepts/assignments in needed.
- The student will discuss class activities with his or her parent/guardian.

Responsibilities of the teacher

- The teacher will be prepared to teach at the beginning of each class.
- The teacher will provide meaningful instruction and assessment – through reading assignments, primary source analysis, debate, lectures, etc. – that facilitates student learning.
- The teacher will demonstrate professional behavior and show respect for every student and his/her family.
- The teacher will communicate with the student and parent/guardian when the evidence of learning is not satisfactory.

Responsibilities of the parent/guardian

- The parent/guardian will discuss class events and activities with the student.
- The parent/guardian will encourage the student to take responsibility for learning.
- The parent/guardian will provide a quiet place to study and monitor television, phone and computer usage.
- The parent/guardian will communicate with the student and teacher he or she feels that the evidence of learning is not satisfactory.

Teacher Signature: _____

Adam L. Crauford

Date: 8/11/2017

Student Name (printed): _____

Student Signature: _____

Date: _____

Parent/Guardian Name
(printed): _____

Parent/Guardian Signature: _____

Date: _____