

# AP World History

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## COURSE DESCRIPTION:

AP World History covers 10,000 years of world history, looking primarily at the last 1,000 years. Rather than being focused solely on Western/European Civilization, the course approaches the study of our world's history from a truly global perspective, paying close attention to the ways in which its major societies and cultures have interacted across time and influenced the development of global processes and systems.

This course provides students with the opportunity to prepare for the May AP World History exam, challenging students to stretch toward reaching their individual potential and preparing them for the rigor of future educational experiences at CHS and beyond.

## COURSE OBJECTIVES:

At the heart of the AP World History course are 4 overarching "Habits of Mind" or historical thinking skills that drive and inform instruction and learning. My goal as a teacher is to provide meaningful instruction, activities, and projects that challenge students to develop these skills and move toward the following goals and objectives:

- Crafting historical arguments from historical evidence
  - *The student can use appropriate evidence to construct and evaluate plausible arguments*
- Chronological reasoning
  - *The student can assess issues of change and continuity over time*
  - *The student can establish and analyze causal relationships*
- Comparison and contextualization
  - *The student can compare reactions to global issues within and among societies*
  - *The student can understand that diversity of interpretation arises from frame of reference, context, and bias*
- Historical interpretation and synthesis
  - *The student can analyze point of view, context, and bias to interpret primary source documents.*
  - *The student can connect global patterns over time and space to local developments, moving from the global to the particular*
  - *The student can develop the ability to assess claims of universal standards yet remain aware of human commonalities and differences*
  - *The student can put culturally diverse ideas and values in historical context, not suspending judgment but developing understanding*

Besides the Advanced Placement test in May, students will be given a variety of opportunities and options to practice and demonstrate their knowledge, growth, and mastery of these objectives and skills. Foremost in helping students meet these goals will be a wide array of classroom activities and assessments suited for multiple learning styles. Students will participate in both teacher and student led discussions, work cooperatively with their peers, write analytically to interpret history, and engage in simulations and historical role plays among other activities. Along the way students will be assessed formatively and through incremental summative assessments, receiving feedback on quizzes, unit review exams, not to mention oral and written feedback on their writing and general progress.

## MAJOR UNITS OF STUDY:

For a complete listing of topics, assessment dates, etc. visit the [AP World Reading Calendar](#).

- UNIT 1: 8000 BCE – 600 BCE *Technological and Environmental Transformations (2 WEEKS)*
- UNIT 2: 600 BCE – 600 CE *Organization and Reorganization of Human Societies (3 WEEKS)*
- UNIT 3: 600 – 1450 *Regional and Transregional Interactions (7 WEEKS)*
- UNIT 4: 1450 – 1750 *Global Interactions (6 WEEKS)*
- UNIT 5: 1750 – 1900 *Industrialization and Global Integration (6 WEEKS)*
- UNIT 6: 1900 – Present *Accelerating Global Changes and Realignment (9 WEEKS)*

**COURSE MATERIALS & RESOURCES:**

In order for colleges to agree to award credit for AP scores earned through a course of study while in high school, the College Board has outlined a challenging curriculum and provided for a rigorous assessment to meet the expectations of these institutions. That being the case, the content and materials are mature, reflecting the diversity of culture and historical perspective of the people and events that make up our world history. Please, if you find yourself struggling, look at it as an opportunity to grow and learn and come see me early on so we can open a dialogue and address your concerns and issues.

Students will use a variety of resources and learning materials to build their knowledge of world history and their ability to interpret and use historical documents, maps, graphs, statistical tables, pictures, etc. The following is a list of the major anchor texts, novels, media, and readings. Please feel free to review the media and email or call with any questions or comments you have.

Achebe, Chinua. Things Falls Apart (potentially as part of student selected book groups).  
 Beah, Ishmael. A Long Way Gone (potentially as part of student selected book groups).  
 Bentley, Jerry; Zeigler, Herbert; Streets, Heather. Traditions and Encounters: A Brief Global History (1e), 2008.  
 CNN Video: Millennium vol. 1-5  
 Frank, Anne. The Diary of a Young Girl (potentially as part of student selected book groups).  
 Friedman, Thomas L. The World Is Flat (excerpts and ideas)  
 Hosseini, Khaled. The Kite Runner (potentially as part of student selected book groups).  
 Markandaya, Kamala. Nectar in a Sieve (potentially as part of student selected book groups).  
 OPB/Anneberg Video: Bridging World History, selected episodes  
 Orwell, George. 1984 (potentially as part of student selected book groups).  
 PBS Video: Guns, Germs, and Steel, episodes 1-3, Jared Diamond  
 Princeton Review. Cracking the AP World History Exam (Most recent version if at all possible)  
 Remarque, Erich Maria. All Quiet on the Western Front (potentially as part of student selected book groups).  
 Satrapi, Marjane. Persepolis (potentially as part of student selected book groups).  
 Quinn, Daniel. Ishmael (potentially as part of student selected book groups).  
 Weisner, Merry E. Discovering the Global Past: A Look at the Evidence Vol. 1-2, 2006.

**SUPPLEMENTAL COURSE MATERIALS & RESOURCES:**

Students will need to supply the following materials for this class.

- Princeton Review: *Cracking the AP World History Exam*. Without a doubt, this is one the single best resources for helping students review the content of AP World History (*most recent version if at all possible*).
- 1 spiral-bound, 8 ½ x 11, college ruled notebook for in class notes or activities. It must be dedicated to this class. If you prefer binders and loose leaf paper, that's fine. No composition books, please.
- A student email account to enroll and participate in [Turnitin.com](https://www.turnitin.com) and [Remind](#).

**HOMEWORK POLICY:**

Homework is a tool in the teaching and learning process when it has purpose and meaning as an extension of the learning in the classroom. In my classroom, work may be assigned to be completed outside of the normal school day for a number of reasons:

- *Absence*: to make up work missed during an excused absence
- *Completion*: to finish work not completed at school for which time has been given to do so in class
- *Extension*: to provide students with opportunities to transfer specific skills or concepts to new situations
- *Practice*: to help students master specific skills which have been presented in class
- *Preparation*: to help students prepare for the next step in a unit or study for a quiz or test

In sum, studying at home enhances student achievement, helping to develop self-discipline and good work/study habits. Students in my classes should expect approximately 15-30 minutes of homework for every hour of time spent in class, or possibly 1-3 hours per week on average. Actual time spent on homework obviously varies greatly based on the individual's work pace and the degree to which they choose to maximize any given learning opportunity.

**SUBMITTING COURSE WORK:**

- Many of the written assignments for this course will be submitted via turnitin.com. Students will need to have a valid email address to use this function. Files may be submitted in a variety of formats. If this is problematic for any reason, please meet with me early in the year to see about possible alternate arrangements or modifications to this process.

- Students may re-write any extended take home writing for an averaged revised grade (e.g. 80% 1st try, 100% 2<sup>nd</sup> try = 90% for the revised grade). Revised work will only be accepted if the original, graded copy and rubric is attached to the final revised copy. If done digitally, that requirement is waived. Additionally, a brief, bullet point [summary of individual revisions](#) must also be submitted as a cover page with the revised work, digital or hard copy.

#### GRADING POLICY:

A student's letter grade in a course is just one of the ways progress and learning in a subject is measured. Progress report and semester grades will reflect work done up to that point in the grading cycle. In accordance with the school's grading policy, letter grades will be awarded using the standard grading scale in the CHS Student Handbook.

Grades are based on work done in four weighted categories:

- **Homework:** This category accounts for *40 percent* of the student's grade in the course. Any assignment covering multiple days or one assigned for completion out of class falls into this category. The bulk of homework assignments will come from weekly readings and related assignments including extended, take home writing tasks assigned for completion outside of class.
- **Daily Class Work:** Totalling *15 percent* of the course grade, this category covers student participation in and completion of class activities and assignments. This could include participation in teacher led discussions, student led inner/outer seminars, forum/blog posts completed in school or out, cooperative learning activities, simulations, review projects, timed writes or any other work assigned in class and completed that day or over the course of several days.
- **Quizzes:** Students are expected to demonstrate accountability in weekly reading assignments, the acquisition of relevant factual data, and development and mastery of AP Habits of Mind presented in class and practiced at home. Students will be tested and quizzed in various formats to achieve this goal, but the main modes will be multiple choice, matching, short answer, and timed writings. This category is *25 percent* of the student's grade.
- **Unit Tests:** Review is an essential component of success in this course. *20 percent* of their grade will be based on unit review tests given at the completion of major units of study. Students will have the opportunity on these unit tests, provided they gave an authentic effort the first time, to earn back half of the credit they missed by completing "[test corrections](#)".

#### AP GRADE INCENTIVE POLICY / 5.0 SCALE:

To provide additional incentive for students in preparing for the AP World History exam, beyond the possibility of earning future college credit, students may earn the privilege of having all or part of their course grade changed based on their AP exam results. For those earning a 5 on the exam, the top score, they are eligible to receive up to a one letter grade bump for both semesters, or two letter grades in a single semester. Students receiving a 4 on the exam are eligible to bump up their grade by one letter for one semester only, or they may split the difference between two semesters. Those earning a 3 on the exam may choose to bump up their grade by a half letter (from a B to a B+) for one semester only. *To be eligible for the grade bump, students must have turned in all regular course work throughout the year or in the semester for which they would like to bump their grade, with no more than one missing assignment or quiz. I will handle the grade bump for you in the fall. No need to do anything on your part.*

Beyond the grade bump incentive, students in AP classes will have their GPA for those classes calculated on a 5.0 scale. This will be used internally at CHS only for the purpose of establishing class rank and selecting valedictorians/salutatorians, etc.

#### LATE WORK / ATTENDANCE POLICY:

Unexcused late work is not acceptable. While I encourage and expect every student to complete each assignment and/or project to the best of their ability, partial credit will be awarded, at my discretion, for incomplete work submitted on time, but not for work turned in late without prior arrangements having been made.

Missed quizzes must be made up by the following Wednesday to receive credit. While this may be difficult for some students to adhere to, doing so allows us to review old quizzes in class as part of our ongoing assessment and review process. Students may make up quizzes before school, during lunch (provided instructor and student have the same lunch), or after school during the daily conference period (usually from 2:10 – 2:55). Arrangements for make-up quizzes should be made ahead of time to ensure coordination of schedules.

As always, late work issues not specifically covered in this policy will arise due to family emergencies, extenuating circumstances, etc. Students should see me with any individual concerns they may have, preferably prior to due dates. Please make every effort to minimize unnecessary absences. It is impossible to replace the learning situations and whole class activities students miss while out of the classroom. For specifics on the CHS attendance policy we adhere to, consult the student handbook. *Please note the following: Generally speaking, for each day of excused absence one day is given to complete or make up work.*

**ACADEMIC HONESTY POLICY:**

Plagiarism occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author or source for ideas incorporated into a paper to handing in a paper or assignment copied completely or partially from the Internet, a book, or another person's work. To be clear, collaboration is encouraged and desired in this course, but this should never be substituted for a student doing and submitting their original work on any given assignment. A student is guilty of plagiarism when he or she presents another person's intellectual property, consciously or not, as his or her own. *For the purpose of this class, this would also include the academically dishonest practice of cheating on a test or stealing another person's answers or work.*

Based on guidelines adopted by CHS, students caught plagiarizing or being academically dishonest will receive zero/"0" points for that assignment and a failing grade in the course until the assignment has been made up or original work has been submitted. Additionally, students will be referred to CHS administration for disciplinary action. Depending on the degree, severity, and nature of the offense, an opportunity may be presented to the student by the instructor to earn back some but never all of the lost credit. We will spend a good deal of time in class addressing the issue through activities and discussion meant to clarify the nuances of the subject, but ultimately the responsibility lies with the student. Protect yourself by erring on the side of caution and discussing questions you might have on the topic or specific instances with the teacher.

**TIPS FOR SUCCESS:**

A student's introduction to AP can be a harrowing experience without an informed awareness of the course. Indeed, it is a challenging and demanding journey that has the potential to become unmanageable quickly without lots of encouragement and the proper support structure. For sure, there will be growing pains for all involved. That being the case, I highly encourage parents, guardians, students, and peers to work together as a team towards achieving success.

The following is a list of suggestions for doing so:

- Set aside a regular time and a quiet place at home to study and do homework.
- Form study groups with your peers that meet frequently and regularly.
- Set goals and deadlines for work to be completed and reward yourself when you're done
- Build a daily habit of reading, writing, and completing homework in this class and others
- Take small steps on large projects ... don't procrastinate
- Contact me via e-mail for clarification of assignments, projects, or progress
- Sign up for the class reminders via text and/or email at the [Remind site for this class](#)
- Access the class web page at <http://mistergweb.com> for updates on class happenings.
- Track your grade regularly by visiting the district's online grade book: [Skyward Family Access](#)
- Use the [Traditions & Encounters Online Website](#) to review material, quiz yourself, look at chapter outlines, etc.
- Pick up a copy of the Princeton Review's [Cracking the AP World History Exam](#) today and read it throughout the year! It's a lively, straightforward winner that will help you review course material and prepare for the exam.
- Find a reasonable balance between the academic, social, and extracurricular; don't focus solely on one at the expense of the others.
- Relax and take a break from studying every once in a while ... go play.

**CLOSING THOUGHTS:**

In sum, for most of the students in this course, this will be one of their first experiences with an AP class, thus their introduction to a rigorous and rewarding learning opportunity with the potential to earn future college credit. That being the case, many students experience a "culture shock" to AP, with perhaps some initially earning grades lower than what they might have experienced in previous academic settings. To be clear, the content and skills in this AP course are designed to stretch students in ways similar or equivalent to what an entry level college history course would do. For some students (and parents), this transition can be "eye opening", so know what you're getting into and be prepared to reach out to me for help if you need it.

If you have any questions regarding this syllabus, assignments, materials, or your progress, please feel free to contact me at school via phone or preferably e-mail. I am looking forward to working with you this year to create a positive and successful learning experience.

Good luck!