

## AP World History Guidelines/Syllabus

### **Instructor**

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### **Welcome to Advanced Placement World History:**

This full year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. AP World History is equivalent to an introductory college survey course and I expect that you have the maturity and self discipline to meet this challenge. My intent is to make the learning of world history an enjoyable experience through the use of multimedia resources, music, and popular culture. Students will be able to show their mastery of the course goals by taking part in the College Board AP World History Exam in May.

**Text:** Strayer, Robert W. *Ways of the World: A Global History with Sources*. Boston: Bedford/St. Martin's, First Edition, 2011 (with e-book package) This text is one of the six most widely used texts for A.P. World History and was cited as an example of an A.P. World History text on the College Board website. It has a rich text and is written in an engaging, high-level style. The built-in primary sources help students to meet the curriculum requirements for the course. The narrative is college-level, yet readable.

### **Course Description and Goal**

Advanced Placement World History is designed to enable students to develop analytical skills and acquire a thorough knowledge of World History. The approach to this course includes, but is not limited to students learning to view history thematically. The AP world History course is organized around five overarching themes that serve as unifying threads throughout the course, assisting students to relate to what is particular about each time period or society to a “global view “ of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes.

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

In addition, emphasis will be placed on discussions and writing about related historiography, determining how the interpretation of events have changed over time, how the issues of one time period have had an impact on the experiences and decisions of subsequent generations, and how such reevaluations of the past continue to shape the way historians see the world today.

After successful completion of the course of study the student will be able to demonstrate the following skills and knowledge.

- Demonstrate comprehension of a broad body of historical knowledge.
- Express ideas clearly in writing.
- Work with classmates to research an historical issue.
- Interpret and apply data from original documents.
- Identify underrepresented historical viewpoints.
- Write to persuade with evidence.
- Compare and contrast alternate interpretations of an historical figure, event, or trend.
- Explain how an historical event connects to or causes a larger trend or theme.
- Develop essay responses that include a clear, defensible social studies thesis statement and supporting evidence.
- Effectively argue a position on an historical issue.
- Critique and respond to arguments made by others.
- Raise and explore questions about policies, institutions, beliefs, and actions in an historical context.
- Evaluate primary materials, such as historical documents, political cartoons, and first-person narratives.
- Evaluate secondary materials, such as scholarly works or statistical analyses.
- Assess the historical significance and cultural impact of key literary works

### **Historical Periodization and Classroom Timeline/Curriculum Map**

In AP World History you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes, international frameworks and their causes and consequences, as well as comparisons among major societies. There are six eras that provide the scaffolding that holds the course together. The instructional importance and assessment weighting for each period varies.

**Period 1 (5%):** Technological and Environmental Transformations, to c. 600 B.C.E. (2 weeks)

**Period 2 (15%):** Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E. (5 weeks)

**Period 3 (20%):** Regional and Transregional Interactions, c. 600 C.E. to c. 1450 (6 weeks)

**Period 4 (20%):** Global Interactions, c. 1450 to c. 1750 (6 weeks)

**Period 5 (20%):** Industrialization and Global Integration, c. 1750 to c. 1900 (6 weeks)

**Period 6 (20%):** Accelerating Global Change and Realignments, c. 1900 to the Present (6 weeks)

### **Grading Policy**

A. 93-100%, A-. 90-92%, B+. 87-89%, B. 83-86%, B-. 80-82%, C+. 77-79%, C. 73-76%, C-. 70-72%, D+. 67-69%, D. 63-66%, D-. 60-62%. , Below 60% Failing!

**Summative Assessments/Tests: 80%** (tests will be comprised of both objective and essay type questions w/many questions coming from former College Board AP tests. You must prepare and be ready to take the tests when assigned/retests will not be given) As the year progresses test will include a few questions from previous units covered to provide review.

**Classroom Learning/Engagement Activity Rubric Assessment: 5%** (I expect AP students to be prepared and engaged in daily learning activities)

**Formative Assessments/Assignments: 10%** (all assignments are to be completed on time and will focus on skills to help you prepare for the AP test in May.

**Portfolio/Notebook-5%**

**\*Note:** However, inasmuch as this is a college level course, not all assignments will be collected or graded and *late work is simply not accepted*, unless the absence was EXCUSED. The student has the same amount of time to make up the work as they were absent for. So if a student misses on Monday, they must turn in all of Monday's and Tuesday's work by Wednesday. Tests can be made up before, after school, or during study hall/lunch. However I will not remind you to make up your test. This is your responsibility. If you do not make it up in the required days, it will be scored as a ZERO.

**Make-up Assignments:** I do not accept late work, except for students that have an excused absence. Of course, no makeup work will be given or accepted for unauthorized absences from class and students will receive a zero on those assignments.

**Academic Honesty:** ALL academic work is expected to be the legitimate, truthful work of each student. Cheating and plagiarism will not be tolerated. Cheating or plagiarism will result in a zero on the assignment, parent contact, a disciplinary referral and a loss of respect. Please note that those students who allow others to copy their work are equally guilty of cheating and will receive equal consequences. Each student will sign an Academic Honesty Contract at the start of the year.

**Personal Conferences:**

By appointment. Class time will not be used to discuss your individual make up work, test or grade.

**Extra Help:** Responsible students ask for help before it's too late: Before school, Lunch/study hall, and after school. See me if you are having a problem.

**Food/Drinks:** Feed your body in the cafeteria and your mind in the classroom. You do not need to eat or drink in the room. If this becomes a problem you will be asked to throw out the food and detentions will be assigned.

“He who lives without discipline dies without honor”- Icelandic Proverb.

**Classroom Procedures:** Classroom procedures are for the benefit of everyone. The following procedures will help you to do your work with less confusion and thus help you to succeed.

1. When you come into the classroom sit down (in assigned seat) and get your class materials out. Start preparing for the lesson of the day (copy notes, questions, etc.) while teacher takes attendance on computer.
2. Take care, of all personal needs (bathroom/pencil sharpening) before class starts.

3. Do not waste class time! The class period is 50 minutes. You will work on World AP work only. I will give you time in class to start assignments and expect you to use it wisely.
4. Write legibly. If I can't read your writing, it is wrong!
5. You must put your name on everything you hand in. **Three points** are taken off of papers with no name.
6. Raise your hand to speak and don't interrupt others.
7. Follow directions the first time they are given. Wait until I have finished giving directions before you ask a question. I may answer your question and then you don't have to ask it!
8. PA Announcements: Stop all work and listen quietly.
9. Stay in your assigned seat until the teacher dismisses the class!!! You are not in elementary school. It is rude to stand up, line up at the door, or leave your seat without permission. Please be considerate of others.
10. You are expected to bring all appropriate materials to class (pen, paper, your book etc.) every day.

Failure to follow these procedures will result in low rubric evaluations, detentions, parent contact and office referrals.

**Consequences:** If you choose to break a rule, the first time you will be given a verbal warning. Repeated violations will result in detentions, low rubric scores and office referrals.

**Detentions:** All teacher detentions will be 30 minutes and served in room 259. Bring study materials. Detentions are always served the day after they are assigned. It is your responsibility to write it down when assigned. Be responsible and don't make excuses that you did not know you had a detention. Please make arrangements with your parents for transportation. \*Note a detention is a negative consequence and will not be served at your convenience! If you have a problem serving detentions, then don't get them. All detention cuts will be turned over to the office. \*College students do not get detentions!

**Tardy to class:** Punctuality is important, learn to be on time. You will get three "free" tardies each 9 weeks. Use them with care (bathroom, forgotten homework in locker etc.) Starting with the 4th tardy a detention will be assigned for each subsequent tardy. See class rubric!

**Rewards:** Praise (daily), Positive notes/phone calls home (random), Principles list/Honor Roll (every 9 weeks). Game prizes: candy/bonus points (random). A few extra credit points on a group or individual assignment that went "above and beyond" the requirements asked for (random). High classroom rubric scores and a 5 on the World AP test in May!

**Classroom Music:** "The power of music is so great that in legends of all nations its invention is ascribed to the gods"- Karl Marx. I believe that music is a powerful learning tool. Music will be used throughout this course to introduce and reinforce concepts being studied. You may not like all the music played in class, that's ok, but part of the learning experience is being introduced to new things.

**Portfolio/Notebook (required) Reading Journal (optional):** I expect every student to have a folder or three ring binder to keep classroom handouts, Reading Journal entries etc. Each student should keep a reading journal (remember the text is not yours to write in) throughout the year. Always note the time and date, so that you can keep track of how much time you are devoting to reading. Then use the journal to interact with the text (most teachers would say “take notes”) in a way you find helps you the most. Be sure to focus on the author’s main points. Be sure to use the subtitles of the sections to keep track of the organization of the reading as you go through it. Finally, always read and consider the guiding questions in the margins, as we often discuss these in class and they occasionally show up on reading quiz’s and tests.

**Final Thoughts:** It is important to note, however, that the AP experience is designed to be a college-level, challenging course and that there are no grade guarantees. A student must be dedicated to reading, note taking, and writing throughout the course of the school year in order to achieve at an A or B level. Keep in mind also, that the student who receives the highest grade in this class will not necessarily receive the top score on the national exam and that the student who receives the top score on the national exam will not necessarily receive the highest grade in this class. An A+ performance throughout the school year should translate into a sense of confidence that one has the skills necessary to conquer a rigorous one-day examination for which there is no adequate way to cram, but it doesn't guarantee that a student will receive a qualifying test score. The only guarantee that comes with this course is that it will be the most rigorous World history course our school’s students have the opportunity to take! Ultimately, each student must put forth a college-level effort to earn high grades in this class. Perhaps the greatest benefit in taking this course is that, being a high school student, one can still receive the individualized, student-centered instruction and assistance that one might need to succeed at such a demanding level, something most colleges can't offer. My goal is to provide each student with the best World history education that one could hope for, and in the process, give each student the confidence that will be needed to perform well on the AP Examination. Also considering this is the first AP class many of you have taken I would like it to be an enjoyable experience and fun. If you find that you are questioning your abilities, falling behind in your work, or you just need to talk, please make sure you take time out of your busy schedule to talk to me.

Best of luck!  
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