

ADVANCED PLACEMENT WORLD HISTORY
2015-2016

Instructor: Mr. Beck; beck_t@aps.edu timbeckclassroom.com Ext. 30192
Room F-2

Subject: Advanced Placement World History (WHAP)

Year Course: Fulfills World History Graduate Requirement; 1 credit

Class Period _____ **Meeting Days** _____

COURSE DESCRIPTION:

Life can only be lived forward and understood backward. To understand and respond to the challenges of the future, we must recognize and appreciate that our modern world is the product of historical and geographic relationships.

Advanced Placement World History is a challenging survey course that emphasizes greater understanding of the development of global processes and contacts. This course highlights the nature of changes in international frameworks, their causes and consequences, as well as comparisons among major societies. Periodization forms the central organizing principle for dealing with change and continuity throughout the course. Five themes provide further organization as a frame of reference for the course: interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and the development and transformation of social structures. We analyze these themes by utilizing a “Spice Chart” acronym.

NEW MEXICO STATE STANDARDS: WORLD HISTORY

CONTENT STANDARD I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

BENCHMARK 1-C: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience

1. Describe and explain how the Renaissance and Reformation influenced art, religion and government in Europe.
2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.
3. Explain and analyze revolutions (e.g. democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic and cultural institutions.
4. Analyze the pattern of historical change as evidenced by the Industrial Revolution.

5. Analyze and evaluate the impact of 19th Century Imperialism from varied perspectives.
6. Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.
7. Analyze and evaluate the causes, events and effects of World War I.
8. Analyze and evaluate the causes, events and impacts of World War II from various perspectives.
9. Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War.
10. Evaluate the ideologies and outcomes of independence movements in the emerging third world.
11. Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada.
12. Explain how World History presents a framework of knowledge and skills within which to understand the complexity of the human experience.

Five overarching themes are used to make comparisons across cultures.

SPICE

Development and transformation of social structures: (S)

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

Political structures: State-building, expansion, and conflict: (P)

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

Interaction between humans and the environment: (I)

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

Development and interaction of cultures: (C)

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

Creation, expansion, and interaction of economic systems (E)

- Agricultural and pastoral production
- Trade and commerce

- Labor systems
- Industrialization
- Capitalism and Socialism

Periodization is the organizing method used to understand the themes

The outline of periodization for the course is as follows:

To 600 b.c.e. (before the common era)	1450 c.e.-1750 c.e.
600 b.c.e.- 600 c.e. (common era)	1750 c.e.-1900 c.e.
600 c.e. – 1450 c.e.	1900 c.e.- present

This class will follow the scope and sequence delineated in the AP World History ACORN book, as well as the NM State Standards.

READING, WRITING, and RESEARCH skills are necessary for success in the class.

The WHAP course emphasizes **9 Historical Thinking Skills:**

- Historical argumentation
- Appropriate use of relevant historical evidence
- Historical causation
- Patterns of continuity and change over time
- Periodization
- Comparison (similarities and differences)
- Contextualization
- Interpretation
- Synthesis

All students will be encouraged to sit for the Advanced Placement exam given in May, 2016. Many universities give college credit for a passing score (3 or higher) on this exam. There is a fee charged for the exam.

Our main text is:

World Civilizations: The Global Experience (AP edition) – Sterns et al., 4th Ed., 2005, Pearson Education, Inc.

Supplementary texts include:

Experiencing World History – P. Adams, et al. (NYU Press, 2000)

The Human Record- Volumes I and II – Andrea/Overfield (Houghton/Mifflin, 2005)

What If? – Robert Crowley, et. al. (Berkeley Publishing, 1999)

The Princeton Workbook- 2012 edition

Annenberg Foundation: Bridging World History Series

Readings from other sources will be assigned FREQUENTLY!

These are COLLEGE level materials. **Do your reading faithfully!!!!!!**

There is NO substitute for reading. This process prepares students for the demands of the WHAP content and higher level courses in all fields.

The students will also be expected to write complete essays with thesis statements, supporting facts, and summary paragraphs. We will be working throughout the year to ensure they are prepared for the AP exam which has 3 specific essays: a document-based

question with primary source documents, a continuity and change over time essay, and a comparative essay.

Grading Scale

The grading scale used in this class is as follows:

(in percentages – grades are not rounded up)

100-98=A+ 87-82=B 71-67=C-

97-93=A 81-79=B- 66=D+

92-89=A- 78=C+ 65-60=D

88=B+ 77-72=C 59-57=D-

Below 57 is failing

Grades are a rolling grade number.

The average is determined by dividing total points earned by total points possible to date.

I will be using the I-Grade system; please sign up so you can monitor your grade throughout the year on I-Parent.

ASSESSMENTS

Daily work (quizzes, homework, general class assignments) receives one grade. Homework is due at the **beginning** of the class period unless otherwise indicated by the teacher. Many different types of assessments will be used and some assignments will be graded “at random” or stamped in your notebook. **There will be random notebook checks for organization and thoroughness.** This is a critical skill that is necessary to master prior to attending college and we start here.

Unit tests, projects and essays are major grades and receive at least two grades. A 50% penalty will be assessed for work turned in past the due date. After 3 school days, the work will NOT be accepted for credit. If a student has an excused absence, the assignment will be due at the beginning of the period on the day they return. Assignments may be requested BEFORE the date of a school-related absence.

Homework: Students will be assigned readings. Many readings will have reading worksheets; some readings will require students to “actively read,” and some readings will be followed by short answer responses. Some readings will require the students to utilize **“Cornell note-taking.”** The Cornell note-taking system will be an essential skill that will be utilized for the Large Group Graded Discussions, as well as preparing for the quizzes in the Stearns main textbook. **Please plan on a minimum of seven hours of homework per week. There will be weeks where more work will be necessary. In most cases, work will be due 3-4 days out rather than the next day. It is the student’s responsibility to plan their time accordingly.** This is a crucial study skill necessary for college. **Late work after the beginning of the period the work is due will receive a maximum of 50% credit and will be due no later than one week after the due date.**

Mental Mapping: MAP IT!!: Historical knowledge requires a geographical base. Developing a student’s ability to visualize the world is an important social studies skill. Students will be asked to map readings and regional comparisons individually, as part of a group, or as a total class. WHAP students will be expected to build their geographical knowledge and will be tested frequently on regions, locations, etc.

Large Group Graded Discussion (LGGD): These Socratic debates are used to develop critical thinking skills. This is usually an inner-outer discussion over readings. Evaluations are conducted during the discussions. We will have these throughout the course. If a student misses an LGGD, they must write a 4-5 page handwritten paper on the subject chosen by the teacher. The topic will be related to the LGGD subject. The paper may be turned in up to three school days after the LGGD. This will remove the “0” for the LGGD. These discussions are based on reading from the Experiencing World History text. Each of the sections of Experiencing World History have four chapters organized by global processes. They are: Demographic and populations changes, political and cultural changes, gender relationships, and labor and leisure patterns.

Scored Discussions: The students will frequently be asked to read relevant articles or chapters and formulate two in-depth questions to stimulate overall class discussion. These scored discussions will be graded on both the strength of the two questions and the overall quality of participation in the discussion worth a total of 15 points (5 per question and 5 for participation). If the student is absent, he/she will be responsible for writing a minimum of a one-page answer to either of his/her two questions.

Oral Reports and Presentations: Students will be expected to research topics and present information on the subject assigned to the class orally. Oral or group reports are not accepted late. If a student is absent, the same approach as the LGGD applies to the oral report.

Group Analysis: The class will frequently analyze a wide variety of primary sources; not only documents, but maps, statistical tables, works of art, pictorial or graphic materials and outside readings. These materials are college level and may contain mature content. Many of these assignments are discussed and charted in collaborative groupings.

Quizzes: Quizzes will be given on readings/reading worksheets and to check for understanding of class lectures and activities. These will also be used to ensure understanding in the reading of the main Stearns textbook. Students will be able to use only Cornell Notes for the quizzes.

Exams: Students will take unit exams, as well as exams for key content areas. These will consist of multiple-choice questions similar to those given on the AP exam. There will also be a written essay portion similar to the essay questions on the AP exam. The semester final exam will have a value equal to either two or three unit exams. The exam will be comprehensive.

Exam Practice: Students will be given the opportunity to practice their exam skills during class and in additional time during lunch and after school. Special emphasis will be given to developing AP essay skills.

THE NOTEBOOK

Notebook: Students are **REQUIRED** to maintain an WHAP notebook. Again, there will be random checks on the maintenance of the notebook. Students must use a large three ring binder for their notebook. The notebook is to be organized in the following manner:

Section 1	Class info	Section 2	to 600bce
Section 3	600bce-600ce	Section 4	600ce-1450
Section 5	1450-1750	Section 6	1750-1900
Section 7	1900-present	Section 8	Writings
Section 9	Atlas (maps)		

The writings section is for writing on various topics. Students may be asked to complete an “I think” or a TWEDYAODWTS (To What Extent Do You Agree Or Disagree With The Statement) at the beginning of the period. These topics are based on assigned readings, primary sources (written or visual), or the previous day’s lessons. In-class essays, practice essays and essays from exams should be in this section.

The notebook is an important record of the student’s work and will be valuable tool throughout the year. Notebooks must be organized, accurate, complete, and neat at all times. If the student misses class, it is **their responsibility** to get the notes from classmates and/or ask the teacher for the information missed. Again, the notebook will be randomly checked without advanced notice. The grade will be equivalent to a homework grade. **BE CAREFUL WITH YOUR NOTEBOOK. THIS IS THE STUDENT’S RECORD OF WORK FOR THE CLASS!**

Students should bring these items every day: Textbook(s), notebook, college-ruled paper, a pen (blue/black ink) and #2 pencil. You should also have colored pencils.

Students should make use of the CLASS SUMMARY BOARD AND THE MAKE-UP BOARD. Checking is the student’s responsibility. MAKE-UP TESTS ARE GIVEN DURING STUDY HALL IMMEDIATELY FOLLOWING THE ABSENCE.

CLASSROOM MANAGEMENT POLICIES

THE ATTENDANCE AND TARDY POLICIES WILL BE FOLLOWED.

It is vital that students have good attendance!
If a student is absent or tardy, it is essential to make-up the work.
Students who fall behind will have serious problems catching up.

Students in this class receive a class participation grade.
Students are expected to participate in ALL activities.
Listening, speaking, viewing, writing, or constructing, whether these activities are performed individually or in groups, are important elements in this class.
IF YOU ARE NOT HERE, YOU ARE NOT PARTICIPATING!!!!

Students who are consistently without their materials, absent, tardy, or who exhibit off-task behaviors, will be given substantial deductions in their participation grade.

PLEASE TURN OFF YOUR CELL PHONE AND I-POD (MP3) WHEN YOU ARE IN CLASS!!!!!!

Anyone who has a cell phone out during an exam period will receive a zero for the exam.

Respect yourself, others, the teacher and materials. Be courteous.

Arrive on time to class and be prepared to work.
Actively participate in classroom discussions.
PLEASE NO FOOD OR DRINK IN THE CLASSROOM.

**Study hall and office hours will be either Tuesdays at lunch or done by appointment. Please make arrangement with me.
This syllabus is required to be the second page in the notebook after the cover sheet.**

I HAVE READ THE POLICIES OUTLINED IN THIS COURSE SYLLABUS.

Student

Date

Parent/Guardian

Date