AP World History Mrs. Kotz

Student Syllabus ckotz1@saisd.net

**Overview of the Course**: Advanced Placement courses are designed by the College Board to give high school students an opportunity to receive college credit while in high school. These courses also offer students the opportunity to develop analytical and writing skills that are critical for success on the college level. The content and organization is set forth by the College Board and the final evaluation of the student’s eligibility for college credit is determined by a standardized test created and scored by the Board. This test, administered in May, is scored on a scale of 1 to 5; students who receive a 3 or higher are generally eligible for college credit. Each university and college independently determines how much credit is awarded for a given score. Recent legislation passed in Austin requires all PUBLIC colleges in Texas to award AP Credit with a score of 3 or higher on an AP Exam!

AP World History is a rigorous class that examines the history of the world from a global perspective while paying special attention to patterns and themes that have affected large numbers of the earth’s people. Five history themes weave in and out of the AP World History curriculum. The goal of these themes is to get students to relate events and societies across and within time periods to gain larger understandings of human history. These themes also help students compare and contrast civilizations and analyze continuities and changes between and among them over time. We will constantly examine patterns and processes that explain change and continuity over time while simultaneously making cross cultural comparisons to identify patterns in the development of the earth’s people. The themes that will drive our study include:

**SOCIAL** – Development and transformation of social structures

• Gender roles and relations

• Family and kinship

• Racial and ethnic constructions

• Social and economic classes

**POLITICAL** – State-building, expansion, and conflict

• Political structures and forms of governance

• Empires

• Nations and nationalism

• Revolts and revolutions

• Regional, trans-regional, and global structures and organizations

**INTERACTION WITH THE ENVIRONMENT**– Interaction between humans and the environment

• Demography and disease

• Migration

• Patterns of settlement

• Technology

**CULTURAL** – Development and interaction of cultures

• Religions

• Belief systems, philosophies, and ideologies

• Science and technology

• The arts and architecture

**ECONOMIC** – Creation, expansion, and interaction of economic systems

• Agricultural and pastoral production

• Trade and commerce

• Labor systems

• Industrialization

• Capitalism and socialism

These themes will be studied throughout six distinct time periods:

* Foundations (8000BCE- 600B.C.E.)
* Classical Period (600BCE- 600CE)
* Post-Classical Period (600- 1450)
* Early Modern Period (1450-1750)
* Industrialization (1750-1914)
* 20th Century (1914- present)

All AP classes require ***considerable commitment*** on the part of the student. This class will ***require*** an extensive amount work ***outside*** of the classroom. In addition to assigned primary and secondary source readings, students should expect to read a *minimum* of thirty textbook pages a week and plan for regular writing assignments and projects. *Do not take this class solely for rank points!* While I do not want to discourage you from challenging yourself, I want you to know – up-front- that this class will take dedication, focus and hard work. I am confident that if you commit yourself to the challenge that you will come away from this class with the ability to think critically, to write effectively and will have a better appreciation for the amazing story that is World History! Hopefully, you will also have your first college credits!

**Skills of the AP World History Course:** Historical thinking skills are meant to be explored by students throughout the AP World History course. ***Every*** AP Exam question will require a student to apply one of the historical thinking skills to the thematic learning objectives (as listed above). The AP World History course, along with the AP U.S. History and AP European History courses, seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. Students should practice using these skills to investigate and formulate historical arguments about the major developments in World history. Below are the History Disciplinary Practices and Reasoning Skills which will be utilized throughout the course:

**ANALYZING HISTORICAL EVIDENCE**

* Primary Sources
* Secondary Sources

*Students will work with sources all year and build skills in describing, explaining, analyzing and evaluating arguments, context, audience, purpose and point of view.*

**ARGUMENT DEVELOPMENT**

* Make historically defensible claims in the form of an evaluative thesis.
* Support an argument using specific and relevant evidence.
* Use historical reasoning to explain relationships among pieces of historical evidence.
* Consider ways that diverse or alternative evidence could be used to qualify of modify an argument.

**CONTEXTUALIZATION**

**COMPARISON**

**CAUSATION**

**CONTINUITY AND CHANGE OVER TIME**

**Materials:** The following are REQUIRED for the class:

Students are responsible for the care of the textbook: *Ways of the World: A Global History with Sources* by Robert W. Strayer and Eric W. Nelson; Third Edition, published by Bedford/St. Martin’s, 2016. It is ***mandatory*** that all students check out a copy of this text as soon as possible. Students will be provided with an access code for an electronic version of the text as well. This text will be used daily at home, and a classroom set will be provided for use in class as needed. Students will receive excerpts from primary historical documents on a regular basis to supplement the textbook.

* STUDENT BINDER- Students should get a three ring binder (with tabs) that is a MINIMUM of 2 inches in size as soon as possible. The maintenance and organization of this notebook will be essential for success in the course and both scheduled and pop notebook checks will be conducted throughout the year. NEVER THROW AWAY ANYTHING! You will be receiving LOTS of handouts for this class, your success is in great part determined by your ability to keep organized.
* SPIRAL/LOOSE LEAF NOTEBOOK PAPER- We will be taking notes DAILY. It is your responsibility to come to class prepared with notebook paper and both pencils and blue or black pens EVERYDAY! This is a college-level course and it is assumed that you will be ready to learn as soon as you walk into class.
* INTERNET ACCESS - It is **essential** that students have access to the internet. Many of the assignments, resources, and assessments are internet-based and can only be accessed on the web. I maintain a class website and also utilize the district’s StudyWiz system. Students must maintain an active email account, and will need to activate their StudyWiz accounts through Comal ISD ASAP.
* STUDY GUIDE – Students will be issued a supplemental study guide, *World History: Preparing for the Advanced Placement Examination* published by AMSCO. Students are asked to take care of these guides as they are soft bound and not as durable as the textbook.
* Students are highly encouraged to acquire an AP Study Guide as soon as possible. These study guides contain valuable information about the AP Exam, study strategies, essay-writing tips, and summaries of the vast AP World History content. They also have practice questions and usually 1 or 2 full practice exams. Students are free to choose whichever study guide best suits them and it is not necessary to purchase the most current edition of study guide ***as we are interested in the history, which doesn’t change!*** Please see me if financial concerns prevent you from getting a review guide, I have several that are looking for homes ☺

Here are a few suggested study guides for the 2018 AP Exam for you to purchase (Choose ONE that seems to work best for you). They are available at Amazon.com or Barnes&Noble.com (or brick and mortar stores).

* KAPLAN AP WORLD HISTORY (Around $14)
* 5 STEPS TO A 5 (Around $14)
* PRINCETON REVIEW CRACKING THE AP WORLD HISTORY EXAM (Around $15)
* BARRON'S AP WORLD HISTORY (Around $12)
* AP WORLD HISTORY CRASH COURSE (Around $11)
* AMSCO WORLD HISTORY 2017 Edition (ISBN 978-1-68064-800-3)

**Classroom Policies:**

While the following classroom policies may seem strict, please remember that AP World History is a college-level class. The curriculum requires that we move at a fast pace and any distraction or disruption in class penalizes everyone. Students are expected to attend class, to be prepared ***(this means you have done your homework, have paper, pens and pencils and are ready to learn and participate***), be on time and stay on task…everyday!

Tardiness, socializing in class (in person or electronically), or excessive trips to the restroom distract and detract from a successful learning environment.

*Rules:*

* Students must remain in their assigned desks, unless they receive permission to move. (Don’t worry, we move around a lot when we are working in groups, having Socratic seminars, or just get bored with the classroom set-up).
* Do not work on other subjects during History class.
* Please be courteous when others are speaking. Learning to actively listen is an important skill you will need in college and in life. Put simply it means working diligently to understand what the speaker is actually saying…not formulating your response or taking trips down “rabbit trails”. It also means that you should try to avoid the side conversations (even if they are about history…it’s very distracting to the presenter).
* Students should show respect to their classmates and teacher, including personal and school property. Please do not doodle on the desks, even in pencil, nor mark on the new textbooks… With regard to RESPECT…History is the good, the bad, and the ugly. We will delve into controversial topics occasionally and you many find yourself with strong feelings on the subject. One of the great things about this class is that it is designed to force you TO think…not WHAT TO think. With this in mind, please be aware that others may have different beliefs. The Golden Rule is in effect at all times…Treat others the way that you would like to be treated!
* **Absolutely NO use of cell phones or other electronic devices in the classroom** (this includes calls from parents and text messaging). I realize that many unexpected things pop-up in life and if you must reach your parent/guardian let me know and we will make arrangements for you to make contact. Usually this means stepping into the hallway to place the call so that you don’t distract others…Just talk with me and we will make sure that you can make your call or send your text. Otherwise…if I see it, hear it, or sense its presence, I will take it and it will spend the period in “phone jail!” If necessary devices will be confiscated and our school policy for their recovery will be enforced.
* Food and Drinks – As students taking a college-level course, I will treat you as the young adults that you are. I allow light snacks and drinks in class as long as you clean up after yourself and don’t leave water rings on desks or uneaten food or wrappers in the classroom. We are sharing a classroom this year so we need be respectful of the other students and teacher who use the room. Please try to use the large trash cans in the halls, not the receptacles in the classroom (we have had visits from mice!). Also…NO SEEDS of any kind are allowed…ever! I reserve the right to suspend this privilege for violations!

*Consequences:*

1st violation: teacher reprimand

2nd violation: call home

3rd violation: discipline referral

*Tardy Policy:*

Students are expected to be in class, seated with their materials when the bell rings, and should begin work on their ‘warm-up’ exercise immediately. If you are 10 minutes late, you are ABSENT!

*Restroom and Hall Passes:*

Please use the restroom or drinking fountain **before** or **after** class. Only ONE Restroom pass will be issued to each student per 9-week grading period. Students who do not use their restroom pass may substitute it for a stamped assignment ☺ Students that require more than one pass will be required to have a medical excuse.

*Make-up Work:*

MAKE-UP WORK IS THE RESPONSIBILITY OF THE STUDENT. All assignments and test dates will be listed on the calendars posted on-line and weekly on the side white board in class. **If you are absent and return on the day of a quiz or a test that has been scheduled, you will be required to take it.**  Students are to check the calendar and retrieve the necessary assignments from the internet or the hanging file folders at the front of the classroom. Absences do not excuse students from make-up work. ***It is the responsibility of the student to note at the top of the assignment that you were ABSENT.*** If the student does not turn in the make-up Late Work penalties will be imposed (see below). Also please see the ***District’s Instructional, Grading, and Reporting Guidelines*** on the district’s website at [www.saisd.net](http://www.saisd.net).

A NOTE ABOUT MAKING-UP TESTS and QUIZZES: If you miss a quiz or a test, ***you are expected to make it up at the next tutorial session for the class***. An unfair advantage is given to students who delay taking a test or a quiz as they are afforded additional study time. The instructor reserves the right to substitute alternate test versions for make-up work which includes multiple choice, short answer, and essay formats. If you need to make up a quiz or a test in another subject as well, please see me so that we can work out the logistics.

*Late Work:*

10 points off per day until you reach ZERO! (Please note…the penalty is imposed upon the grade you actually earn…for example, if you earn an “86” an assignment and turn it in one day late, you will have a “76” recorded in the gradebook.

*Tutoring:*

I am here to help you! If you are having trouble understanding a concept or feel that you are falling behind you should come to tutorials…TUTORIALS ARE NOT JUST FOR MAKING UP MISSED TESTS! I don’t expect for you to know everything, but I do expect you to take charge of your learning! If you are struggling please come see me sooner rather than later.

My tutorial hours are: after school by appointment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*AP History Workshops:*

During the year we will have AP World History Workshops. This is not a tutorial time, but rather is for students who would like to learn and practice skills that will help them maximize their performance on the AP Exam in May.

*Assessment and Grading Policy*

Student mastery of content of historical knowledge and synthesis of historical patterns will be assessed by frequent reading quizzes based on assigned textbook readings and classroom lectures/discussions (consisting of multiple choice and/or fill-in the blank questions), tests after every 2-4 chapters (also multiple choice questions) and by teacher and peer-graded AP-style essay writing assignments. In the essay section of the examination, the Document Based Question (DBQ) asks students to construct historical arguments using primary documents, support arguments with evidence, address historical context and synthesis. The Long Essay Questions (LEQ) will assess student mastery of historical thinking skills through a Comparative Essay, a Continuity and Change Over Time Essay, or will address Causation. In addition, students will also be required to address Short-Answer Questions (SAQs).

Grades are weighted as follows:

Exams (including multiple choice and/or essays/Projects 40%

Quizzes/Common Assessments/Daily Work and Homework 60%