**Advanced Placement World History**

**First and Second Semesters**

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**Office Hours: Mondays 7:45-8:15, or by appointment**

**PURPOSE OF COURSE**

The purpose of this course is to meet the requirements and skills necessary for the student to master and pass the National Advanced Placement World History Examination in May to receive college credit for the World History course. In that regard, our guiding principles are those laid out by the College Board.

**COURSE DESCRIPTION**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. *apcentral.collegeboard.com*

**Curriculum Framework [*apcentral.collegeboard.com]***

**Unit 1:** The Global Tapestry 1200-1450

Explores East Asia, the Islamic World, South and Southeast Asia, the Americas, Africa, Europe, and comparisons between the regions. The foundations of government, religion, economy, and societal structures are established.

***Unit 2:*** *Networks of Exchange 1200-1450*

Explores the development of the major long-distance overland and maritime trade systems as well as the states involvement in these systems. Systems such as the Silk Roads, Trans-Saharan trade routes, the Indian Ocean, and the Mongol empire will be explored.

***Unit 3:*** *Land Based Empires 1450-1750*

Explores and compares the major land-based empires during this time such as Russia, China, and the Ottoman Empire.

***Unit 4:*** *Transoceanic Connections 1450-1750*

Explores the roles that Portugal, Spain, England, France, and the Netherlands played in creating a global trade network as well as their settlement around the world building maritime empires. Also explores the Columbian Exchange and its effects on the world and the Americas.

***Unit 5:*** *Revolutions 1750-1900*

Explores the political and economic revolution during the period. The Industrial Revolution and its impacts, the Atlantic revolutions such as the French and American as well as the Latin American wars of independence will be explored and compared.

**END of SEMESTER 1**

***Unit 6:*** *Consequences of Industrialization*

Investigates economic imperialism by the European states, the social and environmental consequences of Industrialization, labor migrations, and expanded global economic development.

***Unit 7:*** *Global Conflict 1900 to present*

Explores the causes and impacts of World War I and World War II as well as the impact of rapidly developing technology and its impact on the conducting of war.

***Unit 8:*** *Cold War and Decolonization 1900 to present*

Explores the Cold War conflict and its consequences in the 20th century between the United States and the Soviet Union. Also investigates the causes and impacts of decolonization in Asia and Africa.

***Unit 9:*** *Globalization 1900 to present*

Explores the modern world and how it is changing due to global economic connections, advancement of technology, social reforms, and development of institutions.

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**COURSE THEMES**

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should be taught to **analyze the processes and causes** involved in these **continuities and changes** as well as **comparison** between regions, cultures, and timeframes. In order to do so, students and teachers should focus on FIVE overarching themes which serve throughout the course as unifying threads, helping students to put what is specific about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Each theme should receive approximately equal attention over the course of the year.

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| --- | --- |
| 1. ***Humans and the Environment*** | The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. |
| 1. ***Cultural Developments and Interactions*** | The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications. |
| 1. ***Governance*** | A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. |
| 1. ***Economic Systems*** | As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services. |
| 1. ***Social Interactions and Organization*** | The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization. |
| 1. ***Technology and Innovation*** | Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences. |

*apcentral.collegeboard.com*

**TEXTBOOK AND AUXILIARY MATERIALS**

*Textbook*

STRAYER, ROBERT W. *WAYS OF THE WORLD WITH SOURCES: For the Ap Course.* BEDFORD BKS ST MARTIN’S, 2019.

*Online Textbook Access*

*Access through classlink*

*Online AP Practice*

AP Classroom: College-board website providing resources for teachers and students for AP classes. The class join code

is provided by the instructor during the first week of school.

<https://account.collegeboard.org/login/signUp?appId=366&DURL=https%3A%2F%2Fmyap.collegeboard.org%2F>

*Auxiliary Readings*

Students will regularly be assigned both primary and secondary sources to supplement their knowledge of world history. These readings may be online or hard copy in the classroom.

Strayer, Robert. *Ways of the World.* New York: Bedford St. Martins, 2009.

Pomeranz, Kenneth and Steve Topik. *The World that Trade Created: Society, Culture, and the World*

*Economy 1400 to Present.* New York: M.E. Sharpe, 1999.

Keegan, John. *A History of Warfare*. New York: Vintage Books, 1994.

Fukuyama, Francis. *The End of History and the Last Man.* New York: Free Press, 2006.

Andrea, Alfred and James Overfield. *The Human Record: Sources of Global History- Fifth Edition.*

Boston: Houghton Mifflin Company, 2005.

Diamond, Jared. *Guns, Germs and Steel.* New York: W. W. Norton, 1999.

Kime, Sue Ann and Paul Stich. *Global History: Geopolitical Patterns and Cultural Diffusion.*

Middletown, N.Y.: N & N Publishing, 1999 revised 2003.

**ASSIGNMENTS**

The following assignments are used to meet the themes and course requirements of Advanced Placement. Advanced Placement requires the student to compare and contrast various cultures across world regions as well as across time periods. The use and analysis of primary and secondary sources as well as understanding point of view (bias) of these documents is also essential. Advanced writing skills are also part of the course. The following assignments allow the student to meet these requirements and to improve those skills necessary to have success on the national exam.

* **PRACTICE Assignments-3-6 per semester, 10% of overall grade.**
* **MINOR Assignments: 10-14 per semester, 35% of overall grade.**

***Chapter Readings and Questions-:*** This is a primary homework assignment. You will read a chapter or more per week and answer the questions using a teacher provided template that also serves as a study guide for the unit test. Template is provided at beginning of each unit. Weekly *Learning Check Quizzes* will assess the student’s proficiency in preparing collegiate style notes.

***Class Assignments:*** Designed to provide each student with practice in AP writing and analysis skills as well as an opportunity for instructor feedback. Includes all whole group and individual self-paced work. Core work must be completed to an acceptable level of proficiency.

* **MAJOR Assignments: 8 per semester, 55% of overall grade**

***Tests:*** Tests are 30-40 questions multiple choice cumulative and one Short Answer Questions will also be assessed to practice for the national exam. These tests are written in an Advanced Placement style and are used to check depth of understanding of the material as well as to get students used to the style and pace of the national exam.

***Essays:*** Essays will follow Advanced Placement guidelines for free response questions. They include

Document Based Questions and Long Essay Questions. Students will be taught the rubrics for each style of question and will receive major essay work, activities, and feedback. We will write several Document Based and

Long essays to get in-depth feedback as well as remedial writing clinics on these essay styles.

***AP Exam:*** In May you will take the Advanced Placement test. Student’s score on this national exam is not included in the final grade for the AP World History course.

The two sections of the exam are designed to complement each other and to measure a wide range of historical skills and world history knowledge. Scores range from 1 to 5 with 3, 4 and 5’s considered to be a qualified score. *(apcentral.collegeboard.com)*

**GRADING POLICY Summary**

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| --- | --- |
| **1st 9 weeks** | **2nd 9 weeks** |
| **Majors – 4** | **Majors – 4** |
| **Minors – 5-7** | **Minors – 5-7** |
| **Practice – 2-3** | **Practice –2-3** |

**Recovery Opportunity**

* Students will have the opportunity to redo/retake all major assessment. (1 attempt per assessment)
* Students will be eligible for a redo/retake who score below a seventy-five (75).
* Students can earn up to a seventy-five (75) on a replacement grade on a redo/retake
* Recovery must occur before the next major assessment.

**Late Work**

Late work will be penalized 15% immediately upon being late or submission of a timed DBQ to replace the assignment. If it is not submitted within 10 days of the due date, it will become a 0 and no longer be allowed to be submitted. For live in-class assignments unprepared students may not receive higher than a 50% but my submit the timed DBQ for replacement.

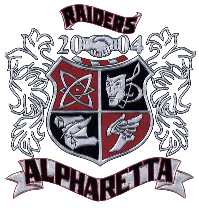
If students are absent, they will receive the same number of days they were absent to complete the assignment without penalty. If students are turning in work late due to an absence, they are asked to put the dates they were absent at the top of their work.

***No extra credit will be offered in the class. Per the AHS and FCBOE grading policies students will have the opportunity to recover one low (below 79%) major grade in each 9 week period. This means that students need to take every opportunity to prepare for assessments, seek additional instruction if needed and utilize instructor feedback. Please see more details on the Recovery option in the Student Handbook.***

**Final Words:** For the some of you, this is your first exposure to Advanced Placement expectations. If you are to be successful in the course work and on the May exam, you **must** commit the necessary effort. I will teach you the writing and analytical tools to be successful. You **must** supply the patience, time, and dedication to stay ahead of deadlines and be prepared for assessments.

The Alpharetta High School Common Syllabus is on the following pages.

**ALPHARETTA HIGH SCHOOL**



**COMMON SYLLABUS 2023-202** **Link**

<https://fultonk12-my.sharepoint.com/personal/kearneys_fultonschools_org/Documents/Documents/Pre-Planning-Curriculm%20night/2023-2024%20AHS%20Common%20Syllabus.pdf>