

## AP World History Syllabus



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**\*Note the College Board has implemented changes to the course and exam structure effective fall 2019\*** AP World History is for the high school student who wishes to earn college credit in high school through a rigorous academic program. This class approaches history in a way that looks at the common threads of humanity over time— society, politics, religion, ideology, technology and trade —and it investigates how these things have changed and continued over time in different places. This course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison. The AP World History Exam will be **Thursday May 11, 2023**

**The following AP World History Themes will be used throughout the course to identify broad patterns and processes that explain change and continuity over time:**

### 6 AP World History Themes

#### 1. Humans and the Environment

- Demography
- Disease
- Movement of people and ideas
- Migration

#### 2. Cultural Development and interactions

- Religion
- Belief systems
- Ideologies
- The arts and culture

#### 3. Governance

- State Building
- Forms of government
- Political Structures
- Nationalism
- Revolutions

#### 4. Economic Systems

- Trade
- Commerce
- Economic and Labor systems

- **Capitalism and Socialism**

**5. Social Interactions and Developments**

- **Gender Roles**
- **Race and ethnicity**
- **Social Class**

**6. Technology and Innovation**

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The following Basics of Historical Thinking Skills will be utilized in this course:

- **Developments and Processes**
- **Sourcing and Situation**
- **Claims and Evidence in Sources**
- **Contextualization**
- **Making Connections**
- **Argumentation**

**Main Textbook:**

- *Voyages in World History 2<sup>nd</sup> Ed.*, by **Kenneth R. Curtis and Valerie Hansen**, Boston: Wadsworth Cengage; AP ed., 2010. Student resources for textbook available at: <http://college.hmco.com/students>

**Primary Source Document Readers: Students will read and analyze selected primary sources (documents, images, and maps)**

- *Documents in Global History* Vol. 2 since 1500; Pearson Education Inc. Upper Saddle River, N.J 2008

**Secondary Sources: (Written, Visual, Audio, Video, and Electronic)**

- *Guns, Germs and Steel* by Jared Diamond (Norton, 1999)
  - *The History of the World in 6 Glasses* by Tom Standage (Walker and Company 2005)
  - The Worst Mistake in the History of the Human Race by Jared Diamond. *Discover Magazine* May 1987: 64-66. Web. July 2000.
  - *A Short History of the World* by J.M. Roberts (Oxford Press, 1993)
  - *Rand McNally Historical Atlas of the World* (2004)
  - *Islam: Empire of Faith*. Dir. Robert H. Gardner. Perf. Ben Kinsley. PBS, 2001. DVD
  - *The World's History* by Howard Spodek, 3rd ed. Combined vol., Upper Saddle River, N.J.: Prentice Hall, 2006. ● Millennium Series. CNN
  - *Guns, Germs, and Steel* by Jared Diamond. National Geographic Society. (Video)
  - Crash Course: World History I. John Green
  - Crash Course: World History II. John Green
  - Civilization Series. BBC
  - Engineering an Empire Series. The History Channel. 2006
  - *When Worlds Collide*. PBS. 2012
  - *The Human Web: A Bird's Eye View*. J.R. and William McNeil. 2003. Maple Vail Book Manufacturing
- Other Sources:**
- *Fast Track to A 5 Preparing for the AP World History Exam* Student Study Guide (Wadsworth Cenage, 2011) ● Various Primary and Secondary Sources
  - Internet -School approved websites including BBC.com, PBS.com, Bill Strickland
  - Fiveable.com

# AP World History Syllabus

## **Unit Activities**

The following is a list of potential unit activities that may be assigned in each of the six units in order to develop analytical skills and to allow students to demonstrate command of course themes and key concepts.

**AP World Pre and Post Test (Final Exam)** will be given the first day and towards the end of Unit 6 in order to collect data

## **Note-taking**

- Lecture Notes
- Reading and Thinking notes
- World Religions chart

## **Class Discussions**

- Each class will include some evaluation of a primary or secondary source that will include historical and present documents that can be written works, pictures/art, or video clips. A discussion on sourcing documents and looking for biases will be the primary focus of these discussions.
- Students will be graded based upon their participation in the discussion and ability to bring new ideas to the discussion ● The teacher will act as a recorder while students will drive the conversation
- Debates will also be used throughout the course

## **Mapping**

- Labeling of major civilizations, countries, cities, landmarks, etc

## **Timelines**

- Students will create a timeline for some of the time periods we study. Within that timeline they must include the major civilizations, key events, primary, and secondary sources we discuss. Students can use the time lines provided in the textbook as a baseline and will add information as we move throughout each time period. The timeline will be used toward the end of the course to analyze cause and effect of the incline and decline of civilizations and to investigate the consistency of the textbook to other materials viewed in class.

## **Test and Quizzes**

- Tests will be given at the end of every unit. Test size will vary based on material covered and time spent on each unit. I will provide a study guide for each unit test but the study guide is just a guide and material not mentioned on the study guide may appear on the test. Unit tests will be developed from a combination of the chapters of the textbook, lecture/notes, and in class work. Tests will include MC, FRQS and one LEQ. **To be successful on the tests students must actively read the textbook!**
- Pop quizzes will be used to check for reading and lecture comprehension

## **Writing Assignments**

To develop the skills necessary to do well on the AP World History Exam students will be given writing assignments from the College Board 2002-2011 Released Questions. There will be 6 total essays given during the year.

**Short Document Analysis:** Students will analyze written, visual and quantitative documents from primary source readers and other sources. Document analysis handouts and the PERSIA (Political, Economic, Religion, Social, Intellectual, and Area) or SOAPSTONE method will be used to analyze these documents. These will include textual, visual, maps, and quantitative examples. Examples include a comparison between art from the European Renaissance and East Asian artwork. This shows students the difference between humanism and landscape art developed in the same time period.

**Document Based Question (DBQ):** Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills, such as evaluating reliability and point of view, as they examine a particular historical problem or question. There will be a major focus on analyzing the validity of sources, intended audience, and challenging previously established viewpoints to formulate an argument. (CR8)

**Short Answer Questions:** : Short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, non textual sources such as data or maps, or general positions about world history. They will coincide with one or more of the thematic learning objectives for the course. Short answer questions will also ask students to identify and analyze historical evidence based on the source or question.

**Long Essay Questions:** Long essay questions will ask students to explain and analyze significant issues in world history through the use of the course's thematic learning objective. These questions will be centered around a thesis  
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statement and must provide specific and relevant evidence to support that thesis. Students will be required to show evidence of understanding by providing in depth examples of large-scale-phenomena over time.

Units to be covered include the units listed below; approximately 1 to 2 weeks will be spent on each unit and the AP Exam will cover about 8-15% of each unit:

**Units of AP Curriculum**

1. Global Tapestry 1200-1450 8-10%
2. Networks of Exchange 1200-1450 8-10%
3. Land Empires 1450-1750 12-15%
4. Transoceanic Interconnections 1450-1750 12-15%
5. Revolutions 1750-1900 12-15%
6. Consequences of Industrialization 1750-1900 12-15%
7. Global Conflict 1900 to Present 8-10%
8. Cold War and Decolonization 1900 to Present 8-10%
9. Globalization 1900 to Present 8-10%

**Grade Scale:**

**A-100-90%**

**B-89-80%**

**C- 79%-70%**

**D- 69-60%**

**F-59% and Below**

**Semester Grade Distribution:**

**1<sup>st</sup> 9 weeks Grade = 40%**

**2<sup>nd</sup> 9 weeks Grade = 40%**

**Final Exam= 20%**

**Final Grade**

## AP World History Syllabus

### Class Expectations:

1. Prepare to take the AP Exam. This includes studying throughout the course! Do not cram for the AP exam the week or night before.
2. Cheating will not be tolerated. Anyone caught cheating will be subject to the following discipline. a. Zero credit will be given for the assignment and the student will receive alternative tests and quizzes in the future
3. Actively participate in class and complete all assignments thoroughly and promptly. No unexcused late work will be accepted!
4. Students must understand that not all homework will be graded or checked for completion. Grades in this course will be at a premium and students must be motivated at home as well as in the classroom! Do not try to rely on extra credit because there will be very little if any given!
5. Attend class daily, arriving on time.
6. Make up work when absent—contact the instructor and send assignments due electronically if possible; make prior arrangements for planned absences; it is the student's responsibility to do this, not the instructor.
7. Read the textbook chapters assigned for each unit. This is critical to your success during the course. Not all chapters will be assigned to read but all chapters will be tested.
8. Keep a well-organized and complete binder or google drive account for the entire year; bring to class daily. Use the charts, lectures, and reading notes in your notebook to study for tests. This may require you to use multiple binders during the year. Students should keep all materials! Ask for help if your notebook is incomplete.
9. Form a study group for tests and other large assignments, creating study cards to help you master the vocabulary you will encounter in the multiple-choice questions.
10. Ask the instructor for help if needed—I am committed to supporting your efforts!
11. Challenge yourself to work hard and maintain high standards.
12. Lastly...You will not be spoon fed information. It is my goal to teach you skills and information to be successful in this course and on the exam but I will not just give you answers.



### Additional Note:

Not every assignment given in class or as homework will be graded. The course will be taught at a college level pace and students are expected to work at the same pace.

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### **Exam Information:**

<b>Question Type</b>	<b>Number of Questions</b>	<b>Timing</b>
Section 1 Part A: Multiple-choice	55 questions	55 minutes 40%
Section 1 Part B: Short answer questions	3 questions	40 minutes 20%
Section 2 Part A: Document-based question	1 question	60 minutes 25% (Includes a 15 minute reading period)
Section 2 Part B: Long Essay Question	1 question	40 minutes 15%

### **Final Note:**

I will do whatever I can to help you learn and enjoy the class. If you are having a problem, please talk to me. This syllabus is very fluid and may change as the year progresses. I will update the class on any changes that are made!