AP WORLD HISTORY SYLLABUS 2017-2018

Ms. Heather Campbell

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**Course Description**: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in 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 global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

**Course Objectives**: By the end of the course, students will take the AP World History Exam on ***Thursday, May 18, 2017***. The exam consists of 55 multiple-choice, stimulus-based questions designed to measure your knowledge and analysis of world history from approximately 8000 B.C.E. to the present. There are also 2 long essay exam questions consisting of one document-based question (DBQ), and one of the following three options: a change-over-time essay, a causation essay, or a comparative essay. There will also be three short answer questions where students will respond to a multiple part question using specific analytical skills. We will work to develop the analytical skills necessary to successfully respond to each of these types of essays and questions. Aside from preparing for the AP exam, students should gain a greater appreciation for the processes and trends in world history.

**Course Expectations**: AP courses are taught at the *college level*.  **The major difference between a high school and college level history course is the amount of reading and depth of focus**.  **Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context.** The class will consist of a mix of lecture, discussion, seminars, video clips/documentaries, analyzing primary source documents and works of art, individual and group work and presentations.  Everyone will be expected to participate on a regular basis.

I expect the following from you during the course of this year:

* Respect yourself, me, and your classmates. Rudeness will NOT be tolerated.
* Be on time to class. Please have your materials out and ready (pen, pencil, etc.) when class begins.
* Follow all school rules at all times.  The rules are specified in the student handbook.
* All electronic devices must be off and put away before entering the classroom. If I catch a student on an electronic device, I will follow FCHS policy and confiscate the device and bring it to the office for parent pick-up
* Participate in class enthusiastically and respectfully. The more you talk to other students (in a focused and appropriate way), the easier life will be!

**Course Requirements**: In order to perform at your highest level, it is essential that you come to class properly prepared and ready to learn.  Students are expected to come to class on time and bring the following items to each class:

* A three ring binder separated into categories for essays, handouts, reading guides, and notes is highly

 recommended to make test and exam prep easier. I suggest *at least* a two-inch binder

* Pens/pencils (for taking notes), make sure you also have dark blue/black ink pens for essay writing
* **COLLEGE-RULED** lined paper (for essay writing)
* Colored pencils/crayons (preferably not markers)
* Highlighters (at least two different colors)
* A planning calendar/Homework planner (students will be provided one in homeroom their first day of school)
* An open mind!!

**Course Grading**: I will follow the FCHS grading scale that you should be familiar with (see student handbook).  You accumulate points based on the assignments given each quarter. In general, each of the following categories will be weighted as listed below.

**Course Weighting**

Tests and Essays 65%

Predictive Assessments including papers, 25%

online quizzes, minor group projects,

debates and discussion

Homework including reading guides, 10%

 Crash Course guides

**Participation**:  Class participation, especially in class discussions, is an important aspect of this class and will be evaluated as part of your overall grade. It is difficult to participate if you are not in class, so try to be here as much as possible. Make sure to check the website often to keep up. As part of this class, you are expected to open yourself up to new ideas, new thinking, and new ways to view the world.  This is not a class where you should expect to sit back and passively accept information.

**Homework**:  Homework will be assigned on a chapter basis. Since this is a college-level course, *there will be large amounts of reading, approximately one chapter in the textbook per week*. In order to aid and guide your reading, you have a reading guide due covering the assigned chapter in the book. These reading guides are available online or from me. You may turn in typed work and you may turn in work early. However, you may NOT turn in copied work or work performed by another student. I want you to collaborate with other students, but that means both people doing equal work. Violations of that rule will be considered cheating and will receive a score of 0. Unexcused late work may be turned in late for a penalty of 30%.

**Make-up Work**:  It is the responsibility ***of the student*** to find out from the teacher what was missed during their absence upon their return to class.  Students can find worksheets and other assignments in the make-up work files in my classroom or on the TES/Blendspace class web page. The student will receive a 0 for any work missed during an unexcused tardy or absence.  In the case of an excused absence, the student will have the same number of days missed to turn in any missing assignments.  If the student is absent for more than five days straight, please contact me as soon as possible to discuss turn-in dates for missing work. The reading schedule and due dates were handed out the first week of school, so students are well aware of upcoming assignments and quizzes due dates.

**Extra Credit**:  There will be limited opportunities for extra credit at my discretion.  DO NOT count on using extra credit in lieu of completing the required assignments.

**Extra Help**: Extra help is available for all students. This is probably your first AP class, so don’t be afraid to ask questions! I will have open “office” hours for questions or extra help on the following days (these are subject to change):
 Tuesdays: 7:00-7:45 and 3:00-3:45
 Thursdays: 7:00-7:45
 Fridays: 3:00-3:45
If the times do not work, please talk to me ahead of time and we can plan an alternative date and time for you to ask questions before or after school. Be proactive in your education!

 **What are we learning?** **Themes of AP World History**

* 8000 B.C.E. to 600 B.C.E. --Interactions between humans and the environment
* 600 B.C.E. to 600 C.E. --Development and interaction of cultures
* 600 C.E. to 1450 C.E. --State-building, expansion, and conflict
* 1450 C.E. to 1750 C.E. --Creation, expansion & interaction of economic systems
* 1750 C.E. to 1914 C.E. --Development and transformation of social structures
* 1914 to present

*This course follows a national curriculum determined by CollegeBoard Advanced Placement. If you have any questions over topics covered, please see the detailed AP Board approved syllabus on the Introduction to WHAP segment of Blendspace. I am always happy to answer any questions you might have.*