

Course Information

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School's Webpage:

www.southeriverhigh.org

College Board Website:

<http://apcentral.collegeboard.com/apc/Controller.jspf>

Text Resources

Stearns, Peter N. *World Civilizations: The Global Experience*. New York: Pearson Longman; AP 5th Ed. 2007.

Sanders, Thomas, and Samuel H. Nelson. *Encounters in World History* (Primary Source Text Boston: McGraw Hill; 1st Ed. 2006.

Reilly, K., ed. *Worlds of History: A Comparative Reader*, 3rd ed. New York: Bedford/St. Martin's, 2009.

**AP Exam Date:
Thursday morning
May 17, 2012**

AP World History: 2011/12

Overview: AP World History is designed to help students master the content standards and historiography skills that students in a college-level survey course in world history are expected to demonstrate at the end of their course of study. The purpose of this course is to examine the eras, themes, and relationships found in world history from approximately 8000 BCE through the present. The course will focus on the social, political, religious, intellectual, cultural, technological, and economic developments throughout this period of history.

Materials: Students must bring the following to class each day:

- A notebook-binder with paper and completed assignments.
- A writing utensil (pen or pencil). Pens are required for tests. Pens, blue or black ink only, are required for written work. Red pens are needed for editing.
- Any outside readings in current use.
- We recommend students acquire this APWH Exam prep book: *Cracking the AP World History Exam, 2012 Edition* (College Test Preparation)

Grading Policy: Grades are calculated on a weighted system: * Summative assessments (Unit Tests, FRQs) - 60%, Class activities, CIA Portfolios, Reading/Lecture quizzes - 25%, Homework (including homework quizzes) - 15% of the quarter grade. All assignments are due on time. **Late work is accepted for half credit within 24 hours of the due date. No credit is given after this time. Absences must be legitimized with a note on file in the attendance office.** No assignment will be granted credit without a name, date and class period, clearly identified on the upper right corner of the front page.

* *There is a redo policy for all major summative assessments. Students have 2 weeks from the date the tests are returned to take advantage of the re-do.*

Academic Honesty: AACPS board policy applies. Honesty is expected from every student. Plagiarism is theft of another's property and will be treated accordingly. Failure to cite sources of information in an assignment is plagiarism and will result in a failing grade for that work. Copying another student's work is cheating; this includes homework. Both parties will be denied credit for the assignment.

Support for the AP Student: AP coursework is challenging. Your teacher will ensure that supports are in place to assist students in mastering the content, skills, and workload of the course by:

Ensuring students have pre-reading activities that will help them understand what they are looking for as they read and the purpose for reading.

Chunking reading into manageable amounts and include time in class to debrief outside readings.

Providing and explain rubrics for essays and other assignments.

Spiraling the skills necessary for successful essay writing .

Ensuring that class lectures are in manageable chunks and are interactive in nature.

Lectures will be followed by activities that help students understand the information presented.

Helping students learn to take effective classroom notes and help them learn how to merge classroom notes with notes from textbook and other sources.

Provide specific times when students can seek additional help.

Textbook resources

Textbook site:

www.pearsonschool.com/access/

Click on :

- Stearns Global History 5th ed.
- Choose “student registration”
- “Accept” the license agreement
- Create username/password
- Enter one of the following access codes:

SSNAST-CTTTT-IONIC-XYLAN-HAMZA-NJORD
SSNAST-STOUP-IONIC-XYLAN-CRUSH-JOKES
SSNAST-PRINK-IONIC-XYLAN-FIERI-WIVES
SSNAST-SWANK-IONIC-XYLAN-ABASH-MACAW
SSNAST-GRILL-IONIC-XYLAN-CHOIR-NONES

Resources available:

Chapter summary

Electronic textbook

Practice tests

Study aids

South River Social Studies Honor Code

I will be honest with myself, the faculty, the staff, and my fellow students in everything that I undertake at South River High School. I refuse to tolerate dishonesty and I will not participate in, encourage, or condone the following:

Cheating: The willful giving, receiving, or use of any unauthorized information or other material.

Lying: The deliberate telling of a falsehood with the intent to deceive.

Plagiarism: The intentional presentation of someone else's words, ideas, or work, as one's own.

Stealing: The willful taking of someone else's property in a dishonest manner and with the intent to keep it or use it wrongfully.

I understand that I have a choice, and I choose to accept and to support the values contained in this code. If I choose to break this code then I am fully aware of the consequences that I will face that may include failing marks, detention, suspension, and possible expulsion.

AP Student Commitments to Study Habits:

- Complete all reading assignments as required. During reading, students will take notes on their readings and may have to reread sections in order to fully understand them. Students must be willing to merge their reading notes with their classroom notes in order to understand the course content.
- Review course notes (class and reading) regularly throughout the units of study and throughout the year so that the material goes into long-term memory.
- Outline, write, edit, and revise essay assignments so that they meet the AP rubrics. This process will take a few days and students need to devote time to ensure that essays are written thoughtfully and thoroughly.
- Form study groups with other students and meet to revise essays, review readings, and study for tests and quizzes.
- Take advantage of opportunities for additional help. Students should attend these sessions with rough drafts or specific questions so that the teacher can most effectively help the student.

Tests: Multiple choice and essay tests are usually given after a couple of chapters or the end of a major unit; A cumulative semester exam will be given in January. The AP exam is scheduled for the morning of 17 May 2012.

Make up work: All missed work must be made up within one class day after an *excused* absence or credit will be denied. STUDENTS are responsible for obtaining missed work through conference or email correspondence. Missed tests and quizzes will be made up after school by appointment within one week of returning to school or no credit will be recorded.

Expectations:

You are individually responsible for your grade. Therefore, you must attend class, on time, with the required materials. Absence and tardy will be handled in accordance with published school policy.

Spelling and grammar are an important part of the QUALITY of your work. You are to be professional in all written work. Please remember that spell checker programs cannot read. You must proofread your work.

The teacher dismisses the class, **NOT** the bell. Please be courteous and refrain from packing up until dismissed.

Visit the restroom between classes. Passes will be given only in the case of an emergency.

Common courtesy is expected. Treat others as you expect to be treated.

The AP test is scheduled for 17 May 2012. The cost is \$86. Payment will be collected in March. It is expected that all WHAP students will take the AP test. Students that take the AP exam are exempt from the final exam in June.

Course Themes

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, transregional, and global structures and organizations

INTERACTION: 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

Historical Thinking Skills

Throughout this course, we will focus on developing critical historical reading, writing, and thinking skills. These include:

1. Crafting historical arguments and historical evidence
 - a. Historical argumentation – forming a thesis
 - b. Appropriate use of relevant historical evidence – supporting a thesis
2. Chronological reasoning
 - a. Historical causation
 - b. Patterns of continuity and change over time
 - c. Periodization
3. Comparison and contextualization
4. Historical interpretation and synthesis

A.P. World History **Chapter Imagery Assignment Portfolio** **(C.I.A. Portfolio)**

Overview and objective:

As you read and outline each chapter throughout the course of a Unit, the textual information you gain can be greatly reinforced when visually capturing the outstanding components that it consists of. This is to say that you should begin to connect significant visual images of inventions, architecture, people, clothing, art, monuments, iconography, etc. that capture the essence of what you learned during each chapter reading. The images for all the chapters within the unit should be compiled and each justified to create a portfolio collection.

Directions:

1. During and after each chapter, consider what images capture the objective of the reading.
2. Collect 2 pictures by searching and downloading the images from the internet. Be sure that they are no larger than half a page in size.
3. Label each page with the appropriate chapter number and title.
4. Below each image you should type a 4-5 sentence paragraph identifying the image (with dates) and justifying how and/or why it captures the essence of that chapter.
5. Your portfolio should consist of several images on several pages with an appropriate cover page that includes your name, the date, the class, and the Unit name it covers.

Example: **Unit V: Industrialization and Globalization: 1750-1900**

1900-Present

- 1905 - Russo-Japanese war
- 1910 -1920 - Mexican Revolution
- 1911- Chinese Revolution
- 1914 - WWI
- 1917 - Russian Revolution
- 1919 - Treaty of Versailles - end of WWI
- 1929 - U.S. stock market crash
- 1931 - Japanese invasion of Manchuria
- 1935 - Italian invasion of Ethiopia
- 1939 - German blitzkrieg in Poland / WW II begins
- 1941 - Pearl Harbor, entry of US into WWII
- 1945 - end of WWII
- 1947 - independence & partition of India
- 1948 - birth of Israel
- 1949 - Chinese Communist Revolution
- 1950-1953 - Korean War
- 1954 - Vietnamese defeat French at Dien Bien Phu
- 1956 - de-Stalinization/nationalization of Suez Canal
- 1959 - Cuban Revolution
- 1962 - Cuban missile crisis
- 1967 - 6-day war / Chinese Cultural Revolution
- 1973 - Yom Kippur war
- 1979 - Iranian Revolution
- 1987 - 1st Palestinian Intifada
- 1989 - Tiananmen Square/fall of Berlin Wall
- 1991 - fall of USSR/1st Gulf war
- 1994 - genocide in Rwanda/1st all race elections in South Africa

Generic Core-Scoring Guide
WHAP Document-Based Question

| BASIC CORE Competence | Pts | EXPANDED CORE Excellence | Pts | | |
|--------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|----------|
| 1. Has acceptable thesis | 1 | Expands beyond basic core of 1-7 points. The basic core of 7 must be achieved before a student can earn expanded core points. Examples: Has a clear, analytical and comprehensive thesis. Shows careful and insightful analysis of the documents Uses documents persuasively as evidence Analyzes point of view in most or all documents Analyzes the documents in additional ways- groupings, comparisons, syntheses Brings in relevant "outside" historical content Explains why additional types of document(s) or sources are needed | 0-2 | | |
| Addresses all of the documents and demonstrates understanding of all or all but one | 1 | | | | |
| Supports thesis with appropriate evidence from all or all but one document | 2 | | | | |
| (Supports thesis with appropriate evidence from all but two documents) | (1) | | | | |
| Analyzes point of view in at least two documents. | 1 | | | | |
| Analyzes documents by grouping them in three or more ways depending on the question. | 1 | | | | |
| Identifies and explains the need for one type of appropriate additional document or source | 1 | | | | |
| Subtotal | 7 | | | Subtotal | 2 |
| | | | | TOTAL 9 | |

Generic Core-Scoring Guide
WHAP Comparative Essay

| BASIC CORE Competence | Pts | EXPANDED CORE Excellence | Pts |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Has acceptable thesis (Addresses comparison of the issues or themes specified) | 1 | Expands beyond basic core of 1-7 points. The basic core of 7 must be achieved before a student can earn expanded core points. | 0-2 |
| Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, deals with differences but not similarities) | 2 (1) | Examples: Has a clear, analytical and comprehensive thesis. | |
| Substantiates thesis with appropriate historical evidence (Partially substantiates thesis with appropriate historical evidence) | 2 (1) | Addresses all parts of the question thoroughly (as relevant): Comparisons, chronology, causation, connections, themes, interactions, content | |
| Makes at least one relevant, direct comparison between/ among societies | 1 | Relates comparisons to larger global context | |
| Analyze at least one reason for a similarity or difference identified in a direct comparison | 1 | Makes several direct comparisons consistently between/ among societies. Consistently analyzes the causes and effects of relevant similarities and differences | |
| Subtotal | 7 | Subtotal | 2 |
| | | TOTAL 9 | |

1750-1900

- 1756-1763 -7 years war / French and Indian War
- 1776 - American Revolution /Adam Smith writes *Wealth of Nations*
- 1789 - French Revolution
- 1804 - Haitian independence
- 1815 - Congress of Vienna
- 1820s- Independence in Latin America
- 1839 – 1st opium war in China
- 1848 - European revolutions / Marx & Engels write *Communist Manifesto*
- 1853- Commodore Perry opens Japan
- 1857- Sepoy Mutiny in India
- 1861- end of Russian serfdom / Italian unification
- 1863 - Emancipation Proclamation in US
- 1871- German unification
- 1885 - Berlin Conference - division of Africa
- 1898 - Spanish-American War - US acquires Philippines, Cuba, Guam, & Puerto Rico
- 1899 - Boer War - British in control of South Africa

600-1450

- 632 - Rise of Islam
- 732 - Battle of Tours (end of Muslim move into France)
- 1054 – 1st Schism in Christian Church
- 1066 - Norman conquest of England
- 1071 - Battle of Manzikert (Seljuk Turks defeat Byzantines)
- 1095 – 1st Crusade
- 1258 - Mongols sack Baghdad
- 1271-1295 - Marco Polo travels
- 1324 - Mansa Musa’s pilgrimage
- 1325-1349 - travels of Ibn Battuta
- 1347-1348 - Bubonic plague in Europe
- 1433 - end of Zheng He’s voyages / Rise of Ottomans

1450-1750

- 1453 - Ottomans capture Constantinople
- 1488 - Dias rounds Cape of Good Hope
- 1492 - Columbus lands in Americas / Reconquista of Spain
- 1502 - Slaves to Americas
- 1517 - Martin Luther’s 95 theses
- 1521- Cortez conquered the Aztecs
- 1533- Pizarro topples the Inca
- 1571 - Battle of Lepanto (naval defeat of Ottomans)
- 1588 - Defeat of the Spanish Armada by the British
- 1600 - Battle of Sekigahara-beginning of Tokugawa in Japan
- 1607 - Foundation of Jamestown
- 1618-1648 - 30 years war
- 1683– Unsuccessful Ottoman siege of Vienna
- 1689 - Glorious Revolution/English Bill of Rights

Generic Core-Scoring Guide
WHAP Change Over Time Essay

| BASIC CORE Competence | Pts | EXPANDED CORE Excellence | Pts |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Has acceptable thesis (Addresses global issues and the time period specified) | 1 | Expands beyond basic core of 1-7 points. The basic core of 7 must be achieved before a student can earn expanded core points. | 0-2 |
| Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, deals with change but not continuity) | 2 (1) | Examples: Has a clear, analytical and comprehensive thesis. Addresses all issues of the question (as relevant): | |
| Substantiates thesis with appropriate historical evidence (Partially substantiates thesis with appropriate historical evidence) | 2 (1) | Global context, chronology, causation, change, continuity, effects, content. Provides ample historical evidence to substantiate thesis | |
| Uses relevant world historical context effectively to explain continuity and change over time. | 1 | Provides links with relevant ideas, events, trends in an innovative way. | |
| Analyzes the process of continuity and change over time. | 1 | | |
| Subtotal | 7 | Subtotal | 2 |
| | | TOTAL 9 | |

Essential Unit Questions

Period I: Technological & Environmental Transformations to 600 BCE

4 Days (86 minute classes)

1. Why was the Neolithic Revolution such a revolutionary event in the course of human history?
2. How did early civilizations develop?
3. How did early ideas of religion shape early civilizations?

Period II: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

8 Days (86 minute classes)

1. How can we compare and contrast the major world religions and philosophies?
2. How did ideas, diseases, and technology spread among and between early empires and societies?
3. How and why did classical empires rise and fall?

Period III: Regional and Transregional Interactions, c 600 CE to c. 1450

14 Days (86 minute classes)

1. How did migrations, trade, and travel change the world?
2. How did technology change how people lived?
3. How did the political landscape of the world change during this period?
4. How do I write an AP-quality comparison essay?

Period IV: Global Interactions, c. 1450 – c. 1750

13 Days (86 minute classes)

1. How did trade and travel change the world?
2. How did gunpowder and new weaponry lead to the rise of empires?
3. How did religion impact culture and society?
4. How do I write an AP-quality DBQ?

Time Periods in APWH

I. 8000 BCE - 600 BCE

II. 600 BCE – 600 CE

III. 600 - 1450

IV. 1450 -1750

V. 1750 –1900

VI. 1900 - Present

Significant Dates in World History

8000 B.C.E. - 600 BCE

8000 B.C.E. - Beginnings of agriculture

3000 B.C.E. - Beginnings of Bronze Age - early civilizations

1300 B.C.E. - Iron Age

600 BCE - 600 CE

6th century B.C.E. - life of Buddha, Confucius, Lao Tzu
(beginnings of Confucianism, Buddhism, Daoism)

5th C B.C.E. - Greek Golden Age - philosophers.

323 B.C.E. - Alexander the Great & Hellenism

221 B.C.E. - Qin unified China

32 C.E. - Beginnings of Christianity

180 C.E. - end of Pax Romana

220 C.E. - end of Han Dynasty

333 - Roman capital moved to Constantinople

4th century - Beginning of Trans-Saharan Trade Routes

476 - Fall of Rome (last emperor deposed)

527 - Justinian's rule of Byzantine Empire

Instructional Resources

Resource Links are listed for easy convenience on your APWH teacher's web page within South River's website .

Textbook Student Resources Page

http://wps.ablongman.com/long_stearns_wcap_4/18/4646/1189428.cw/index.html

World Digital Library

<http://www.wdl.org/en/>

Newspaper Front Pages

<http://www.newseum.org/todaysfrontpages/flash/>

World History For Us All

<http://worldhistoryforusall.sdsu.edu/>

Bridging World History

<http://www.learner.org/courses/worldhistory/>

Primary Document Source

<http://www.fordham.edu/halsall/>

Religions

<http://www.bbc.co.uk/religion/religions/>

<http://www.religionfacts.com/>

Period V: Industrialization and Global Integration, c. 1750 – c. 1900

13 Days (86 minute classes)

1. How did industrialization lead to changes in economics, culture, and society?
2. How is nationalism both a unifying and a dividing force?
3. How does the movement of peoples transform societies?
4. How do I write an AP-quality change over time essay?

Period VI: Accelerating Global Change and Realignment, c. 1900 to Present

13 Days (86 minute classes)

1. How did conflict shape the 20th century?
2. How has the relationship between humans and the environment change during the 20th and early 21st centuries?
3. How has globalization made the world smaller and more vulnerable?

Cornell Notetaking

The Cornell note-taking system requires students to divide their papers into a narrow left hand margin and a wide right hand margin. Notes are recorded in the right hand margin, while clarifying questions and headings are reserved for the left hand margin. At the end of their notes, students review and write a full paragraph summary. The student binder is a collection of these notes, map handouts, and thematic activities.

Tips for Taking Notes

- Listen for important points.
- Write only important ideas such as names, dates, terms, places, and events.
- Use abbreviations for familiar words.
- Develop study questions and identify main ideas.
- Look up definitions.
- Add symbols or highlight important words and concepts.
- Review overall information.
- Summarize significant ideas in a complete paragraph.
- Write high-level questions on the left side.

Taking Notes from a Textbook

- Consider how the parts make up the whole—how ideas relate to each other.
- Note what you can learn from pictures and graphs in each section.
- Be aware of textbook organization - chapters, headings, bold words, and graphics.
- Know where to find the index and glossary.
- Use chapter guiding questions to guide you through the textbook if possible.

Taking Notes from a Discussion

- Use topics/questions introduced by lecturer to guide your notes.
- Listen for inflection / emphasis in the lecturer's voice.
- If the lecturer writes it down, the YOU should write it down.
- Use symbols to identify significant ideas.
- Include your own responses in your notes.
- Develop questions.
- Refer to textbook when connections arise.

Tips for Summarizing Cornell Notes

- Tell what is being summarized (chapter, novel, discussion, lecture).
- Create one sentence that gives the main idea.
- Include new information learned.
- Give several important details that explain the main idea.
- Check the summary to make sure the supporting ideas relate to the main idea.
- The summary should be several sentences that demonstrate understanding of the learning experience.
- Any points that still need clarification might also be mentioned in the summary.

Example Summary for Cornell Notes

Today in English we learned about the parts of a story. There are several parts of a story: setting, theme, characterization, and point of view. The setting tells when and where the story takes place. The theme is the lesson or main idea of the story. Characterization describes how characters think and feel. Point of view is the perspective from which the story is told. Together all of these pieces make up the whole of the story

Review and Clarify



| John D. Studer Biology 301 April 1, 2000 | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------|
| • Stratum | Arthropods |
| • Substratum | Chelicerae |
| • Chelicerae | 3 parts → pincers (two pair of appendages pair for feeding) |
| • Procoxae | sensors, feeding, and locomotion |
| • Chelicerae | • pincers or claws • used for feeding • first pair of appendages |
| • Pedipalps | • second pair of appendages • used for sensory purposes • feeding locomotion reproduction |

Stratum arthropods is made up of Substratum Chelicerae. Substratum chelicerae is characterized by two pairs of pincers. Pincers are sensors, feeding, and locomotion. The chelicerae is the first appendage and refers to the pincers. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes, feeding, locomotion, and reproduction.

Pull out main ideas