

# AP World History Course Syllabus

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*The intention of the AP World History course is to expand greater understanding of the development of global change and contacts. To understand the impact caused by the interaction between diverse 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. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage from 8,000 BCE.*

*The course consists of general themes of periodization addressing the contours of AP World History. The coverage of this class and skills achieved, are developed by the six themes and the “habits of mind” that are described in the College Board’s “Course Description”. These themes and habit of mind encourage critical thinking and inspires students to create their own aptitudes so that they could eventually, and truly, be part of the knowledge gaining process. The World History Advanced Placement course implements the periodization that addresses the ability to analyze global events and social events from the foundations of historical era to the current issues of today. The course is designed to test students and to help them become independent learners in a student oriented classroom. Another objective of this course is to give students an engaging yet challenging class with a curriculum that involves students. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. The long term objective of this rigorous course is to have students show and express a comprehension of the overall image of the history of the world’s complex social field. Moreover, it is assumed that learners taking this rigorous course will be prepared to take the AP Exam challenge.*

## **TEXTS:**

Bulliet Crossley, Headrick Hirsh, Johnson Northrup. *The Earth and Its People: A Global*

*History*, 3rd Edition, Advanced Placement Edition

*In addition to the above textbook, other supplementary readings may come from other sources such as:*

Jerry H. Bentley and Herbert F. Ziegler. *Traditions and Encounters: A Global*

*Perspective on the Past* 2nd Edition. Published by McGraw Hill

\*Reilly, Kevin, ed. *Worlds of History: A Comparative Reader*, 4th ed. Vols. 1 and 2. New

York: Bedford/St. Martin, 2000.

## **COURSE AGENDA**

There are 36 weeks in a school year calendar. But there are only **31 weeks of lessons planned**. The other weeks are usually lost due to assessment days such as FCAT test dates, other assessments, school activities, and other affairs related to school regulations or circumstances. Any weeks left over prior to the AP exam will be addressed for reviewing to prepare for the AP exam. On average, we will cover 1 to 2 chapters between five to ten school days. There will be 6 weeks dedicated to covering the Foundations period all the way up to the 600's AD. Approximately 6 weeks for the historical period of 600 to 1450. Six weeks are allocated to the historical period of 1450-1750. Six weeks for the time period encompassing the period of 1750-1914. And, finally, seven weeks will be dedicated to the historical era covering 1914 to the present time.

### **WEEK 1-2: CHAPTERS 1,2,3**

#### **Part 1 (Foundations). The Emergence of Human Communities to 500 BCE.**

- ✓ Learning the process of learning how to assess first account historical sources.
- ✓ Write DBQ short essays.
- ✓ Unit Test

### **WEEK 3-6: CHAPTERS 4,5,6**

#### **Part 2 (Foundations). The Formation of New Cultural Communities 1000BCE-600CE**

- ✓ Connecting modern cultural issues and ideologies with past relevant information..
- ✓ Learning to research and use multiple sources through the internet, library, journals, and texts to discover the world religions and philosophies.
- ✓ Comparing and Contrasting World Religions
- ✓ Cultural diffusion: Examining and comparing the theology of the Buddha with the theology of Christian teachings.
- ✓ Assess maps and determine the spread of major religions throughout the world.
- ✓ Unit Test

### **WEEK 7-10: CHAPTERS 8, 9,10,11**

#### **Part 3 (600-1000). Competition among Cultural Communities.**

- ✓ Point of View Practice using articles on Islam with a comparison to Christianity, Buddhism, and Judaism.
- ✓ DBQ practice on Islam and merchants.
- ✓ Life of non-Muslims in the Islamic Caliphate empires
- ✓ Primary Source Reading on Quran Passages addressing the women of Islam
- ✓ Unit Test

### **WEEK 11-12: CHAPTERS 12,13,14,15**

#### **Part 4 (1000-1450). Interregional Patterns of cultural contact.**

- ✓ Intensive DBQ practices on East and Southeast Asian Chinese philosophies
- ✓ Compare Middle Age Europe Feudalism with Japanese Feudalism
- ✓ Mongol Mental Mapping Frame work activity
- ✓ Video Mongol History Channel documentary
- ✓ Unit Test

### **WEEK 13-18: CHAPTERS 16,17,18,19,20**

#### **Part 5 (1450-1750). Globe Encompassed.**

- ✓ Point of View Practice practice using articles on Islam with a comparison to Christianity, Buddhism, and Judaism.
- ✓ DBQ practice on Islam and merchants.
- ✓ Life of non-Muslims in the Islamic Caliphate empires
- ✓ Primary Source Reading on Quran Passages addressing the women of Islam
- ✓ Columbian Exchange Mental Mapping
- ✓ *Unit Test and Midterm Comprehension exam*

### **WEEK 19-24: CHAPTERS 21,22,23,24,25**

#### **Part 6 (1750-1914). Social Revolutions.**

- ✓ Review material and activities. Make major comparisons theme charts, and time lines.
- ✓ Student- Project presentation of women in primary source documentation in relation to the industrial revolution impact.
- ✓ Family social and gender impact caused by the Industrial Revolution Student Project Presentation
- ✓ Unit Test

### **WEEK 25-28: CHAPTERS 26,27,28,29,30**

#### **Part 7 (1914-present). Global Diversity and Imperialism.**

- ✓ World trade mental mapping
- ✓ Change over time essay practice on Imperial India.
- ✓ DBQ practice reading and essay writing on European Imperialism and the road to African resistance and independence
- ✓ Unit Test

### **WEEK 29-31: CHAPTERS 31,32,33**

#### **Part 8 (1945-present). Perils and Promises of the Global Community**

- ✓ Compare the role of Nationalism throughout the world.
- ✓ World War I History channel documentary
- ✓ World War II project simulation
- ✓ *Unit Test and Final Comprehension exam*

**Themes:**

*AP World History highlights six overarching themes that should receive approximately equal attention throughout the course. These themes are:*

*1. The impact of interaction among major societies (trade, systems of international exchange, war and diplomacy)*

*2. The relationship of change and continuity across the world history periods covered in this course.*

*3. Impact of technology and demography on people and the environment (Population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)*

*4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change)*

*5. Cultural and intellectual developments and interactions among and within societies)*

*6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of nation-state (types of political organization)*

**Periodization:**

*The course is divided into distinct chronological time periods as outlined below.*

*Foundations 8,000 BCE-600 CE*

*600 – 1450 CE*

*1450 – 1750 CE*

*1750 – 1914 CE*

*1914 - the present*

*NOTE: Exposure of European accounts will not exceed 30% of the total course.*

**ADVANCED PLACEMENT WORLD HISTORY EXAM:**

*The exam includes 70 multiple choice questions (55 minutes), 1 document based question (50 minutes including 10 minute reading period), 1 change over time essay (40 minutes) and 1 comparative essay (40 minutes).*

*The effectiveness of all three essay questions depends in part upon a clear understanding of the meanings of important directive words. These are the words that indicate how material is to be presented. An essay can only begin to be correct if it*

*answers directly the question that is asked. Some directive words include: analyze, assess/evaluate, compare, contrast, describe, discuss and/or explain.*

*For more helpful tips, examples and rubrics showing how the essays will be graded, see the AP College Board website at [www.collegeboard.com/ap](http://www.collegeboard.com/ap).*

### ***Late work/absences:***

*No late work will be accepted. If you have an excused absence, you are responsible for finding out from the teacher what you missed and turning it in **two school days** after you return to school. For example, the day you return, it is your responsibility to get the missed work from the teacher (whether or not you have AP World History that day) and it is due on the second day (whether or not you have AP World History that day). Any work that is assigned the class day before your absence and was due the day of your absence is due **the day you return**, whether or not you have AP World History that day. Any work turned in violation of this policy will receive no credit.*

### ***Cheating:***

*1. Any talking during a test or quiz will be considered cheating and will result in a full loss of credit on that test or quiz.*

*2. Any homework done in conjunction with another student will be considered not your work and will result in full loss of credit on that assignment unless it is specified by the instructor to “work together” or classified as a “group project”.*

*3. Any essays that are plagiarized **in any way** will result in loss of credit. Plagiarism includes one sentence, one paragraph or the entire paper being taken from someone else’s work. All work taken from another source must be documented properly.*

## **TEACHING STRATEGIES**

The AP themes and habits of mind influence the design of instructional strategies and content selection throughout the course.

Before the course begins, all students should complete a summer assignment reading that relates with the course’s activities and level of academic challenge. An atlas map activity with world cultures will be assigned to them. A summary of all of the periodizations covered in the class will also be distributed to students.

Once the course begins, students must become self-motivated and involved with the class. There will be daily reading assignments. Class debates and art slides will be used to evaluate primary source. The goal is to get students to get involved with the class and become good note taking students.

In the early stages of the course, students will be introduced to the skills related to the DBQ, comparison essay, and change over time. By the middle of the year or week 19, students should be accustomed to all these types of essays. We will consistently peer review essays and evaluate them as a class.

In terms of daily structure, the course will strive to distribute the 85 minutes period into 3 major parts. 1) An opening discussion 2) student activity or video clip, and 3) lecture period.

Since this is a 31 weeks course there will be some projects where students will receive research topics and questions. Students will do role play, present power point images, as well as documented reliable sources. Visual and physical applications will be incorporated for better understanding.

Mental mapping will also be used in this course. Students will be sketching parts of the world, in reference to culture, religion, resources, and migrations. The primary objective of mental mapping is to create an image of the geographical relationships of the period or regions covered.

There will be an LCD projector and multiple visits to the Media Center for technology use.

Preparation for this rigorous course will occur outside of the class time. After school meetings will be held, and although they are not mandatory, they are imperative to student success in the class and for the AP exam. Students are encouraged to buy AP prep books from book stores such as Barnes and Nobles.

Student Evaluation:

Students will be evaluated based on their ability to write essays, respond to document based questions, class discussions or class participation, debates,, quizzes, tests, and unit tests. The grading scale is as followed:

**100-90%=A**

**89-80%=B**

**79-70%=C**

**69-60%=D**

**59-0%=F**