

Santa Susana High School

Course: AP World History
Department: Social Science
Grade: 10th

Instructor: Mr. Davis
Email: scholastastic@gmail.com

Phone: (805) 520-6800

Website: <http://www.santasusana.org/>

Office Hours: After school and at lunch by appointment

Course Description

World History AP was designed with a broad focus on world cultures from approximately 8000 BCE to the present. Students will develop a greater understanding of global processes and interactions among societies through a study of historical patterns and comparisons among major societies.

World History AP is about skills, not just content, and will encourage all students in attaining their highest achievement level through skill acquisition and personal growth. Students will read and organize data based on themes, write analytical and document-based essays, and analyze primary and secondary sources.

World History AP is a differentiated curriculum in depth, complexity, pacing, and novelty, meeting the state guidelines for gifted and talented education through a variety of instructional strategies, including individual and group work, questioning, critical reading and thinking, and class activities.

World History AP is directed by a variety of guiding principles. First and foremost is the teacher's professional judgment and knowledge of content. Second are the school's Expected Schoolwide Learning Results (ESLRs), which pilot the entire school. In addition, California state standards in History-Social Science guide the class. Finally, the course description for World History AP directs our academic progress. These principles are excerpted below.

Expected Schoolwide Learning Results (ESLRs)

Effective Communicators

As Effective Communicators, students will demonstrate literacy skills through listening, speaking, reading, and writing.

Effective Problem Solvers

As Effective Problem Solvers, students will select appropriate strategies to solve problems by using resources, technology, cooperation, and critical thinking skills.

Effective Citizens

As Effective Citizens, students will make informed choices; understand consequences; show respect for people and property; and work in ways to improve their local and global communities.

California History-Social Science Standards (<http://www.cde.ca.gov/be/st/ss/hstmain.asp>)

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

World History Content

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the US.
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least 2 of the following regions or countries: Africa, SE Asia, China, India, Latin America, the Philippines.
- 10.5 Students analyze the causes and course of the First World War.
- 10.6 Students analyze the effects of the First World War.
- 10.7 Students analyze the rise of totalitarian governments after World War I.
- 10.8 Students analyze the causes and consequences of World War II.
- 10.9 Students analyze the international developments in the post-World War II world.
- 10.10 Students analyze instances of nation-building in the contemporary world in at least 2 of the following regions or countries: Middle East, Africa, Mexico and Latin America, China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

World History AP Themes

- Dynamics of Change and Continuity
- Patterns and Effects of Interaction among Societies and Regions
- Effects of Technology, Economics, and Demography on People and the Environment
- Systems of Social Structure and Gender Structure
- Cultural, Intellectual, and Religious Developments and Interactions among/within Societies
- Changes in Functions and Structures of States and in Attitudes toward States and Political Identities

World History Habits of Mind

- Constructing and Evaluating Arguments
- Using Documents and Other Primary Data
- Assessing Issues of Change/Continuity over Time
- Understanding Diversity of Interpretations
- Seeing Global Patterns over Time and Space
- Comparing within/among Societies
- Assessing Claims of Universal Standards yet Remaining Aware of Human Commonalities and Differences

Course Purpose

The course will address the following topics:

- time as an aspect of humanity
- geography as a component of historical development
- culture and civilization and their relationships
- relationship of change and continuity across time and space
- causes and processes that lead to either a change or continuity
- impact of trade, war, diplomacy, and international organizations upon societies
- effects of technology, economics, and demography on people and the environment
- effects of social and gender structures on different societies
- interactions among societies and the subsequent developments
- changing attitudes toward state and political culture

Course Objectives

At the completion of the course all students will be able to perform the following at a higher personal level:

- think, read, listen, write, and communicate with understanding
- analyze evidence and interpretations presented in a variety of historical texts, both primary and secondary and use the information to plan a meaningful discussion, written or oral
- prepare and execute a well-constructed, multi-paragraph essay, timed and not; including the Document-based, Change-Over-
- Time, and Comparison essay types
- utilize a variety of resources in planning and directing research for a mixture of projects, essays, and activities
- flesh out a series of questions that challenges a text's meaning and shows an understanding of the document

AP Themes

An important aspect of the course will center on the themes that are part of the AP Course Description (see above). Students will be part of Thematic Groups that will plot the changes and continuities that occurred in world history, across time and space. These Thematic Groups will form the basis of class discussions, mid-unit reviews, as well as the final review for the AP Exam in May. A detailed handout will explain the form and substance of each activity. The six Thematic Groups are:

Patterns of Interaction	Patterns of Political Order	Patterns of Social Order
Patterns of Technology/Demography	Patterns of Gender Relations	Patterns of Cultural Invention

AP Periodization

The AP World History course is divided into five time periods that are roughly equal in weight. The first was extensively covered through the summer assignment and within the first few weeks. Along with the themes and the habits of mind, the periods make up the basis of the course. Our study throughout the year will focus on these three aspects of world history: time, themes, and habits of mind. The five historical periods are:

- Foundations:
- 8000 BCE – 600 CE
- 600 – 1450
- 1450 – 1750
- 1750 – 1914
- 1914 - present

Texts

- All students will be required to read, analyze, interpret, and take notes from a variety of sources throughout the course including textbooks, novels, short stories, poetry, primary and secondary sources, maps, charts, graphs, and artwork.
- The following texts are required:
 - Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York: McGraw-Hill. All editions published from 1999 to the present.
 - Achebe, Chinua. *Things Fall Apart*
 - Bridal, Tessa. *The Tree of Red Stars*
 - Courtenay, Bryce. *The Power of One*
 - Dng, Thu Hng. *Novel without a Name*
 - Orwell, George. *Animal Farm*
 - Remarque, Erich Maria. *All Quiet on the Western Front*
 - Singh, Khushwant. *The Train to Pakistan*
 - Wiesel, Elie. *Night*

Additional Resources

- All students will interpret and analyze primary and secondary evidence from a variety of sources.
- Strategies and techniques will be used in class in order to strengthen a students' ability to interpret and analyze the reading, and relate its component parts: speaker, subject, purpose, audience, tone, and point-of-view.
- Excerpts from a variety of texts will be used, including:
 - Andrea, Alfred and James Overfield. *The Human Record: Sources of Global History, volumes I and II*, 5th Ed. Boston: Houghton Mifflin, 2001.
 - Sanders, Thomas, et al. *Encounters in World History: Sources and Themes from the Global Past, volumes I and II*, 1st Ed. Boston, McGraw Hill, 2005.
 - Sherman, Dennis, et al. *World Civilizations: Sources, Images, and Interpretations, volumes I and II*, 4th Ed. Boston: McGraw Hill, 2002.
 - Wiesner, Merry, et al. *Discovering the Global Past: A Look at the Evidence*, 3rd Ed. Boston: Houghton Mifflin, 2002.

Course Outline:

Unit One: Foundations 8000 B.C.E.-600 C.E. (6 weeks)

- Locating World History in the Environment and Time
 - Interactions of geography and climate with the development of human society
 - Major population changes resulting from human and environmental factors
 - Periodization in early human history
 - Nature and causes of changes associated with the time span
- Developing Agriculture and Technology
 - Emergence of agriculture and technological change
 - Nature of village settlements
 - Impact of agriculture on the environment
 - Introduction of key stages of metal use
- Basic features of early civilizations in different environments: culture, state, and social structure.
 - Mesopotamia
 - Egypt
 - Indus Valley
 - Yellow River
 - Mesoamerica and Andean South America
- Classical Civilizations
 - Major political developments in China, India, and the Mediterranean
 - Social and gender structures
 - Major trading patterns within and among classical civilizations; as well as, contacts with adjacent regions
 - Arts, Sciences, and Technology
- Major belief systems
 - Basic features and locations of major world belief systems prior to 600 C.E.
 - Polytheism
 - Hinduism
 - Judaism
 - Confucianism
 - Daoism
 - Buddhism
 - Christianity
- Late Classical Period
 - Collapse of Empires
 - Movements of People
 - Interregional networks by 600 C.E.

Unit One: Questions for Discussion

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. Compare and contrast the development of Confucianism with Hinduism
2. Compare and contrast the role of women in Buddhism with the roles from Confucianism, and Hinduism.
3. Discuss the changes over time and the continuities of each of the following:
 - a. Greek Civilization
 - b. Roman Civilization
 - c. Han Dynasty
 - d. Gupta Empire
4. Describe the Indian Ocean trade network and its impact on different areas throughout this time period.
5. Compare and contrast the political and social structures of the following: Mesopotamia, Egypt, Indus Valley, Shang Dynasty, Mesoamerica, and Andean South America.

Unit Two: 600 C.E.-1450 (6 weeks)

- Questions of periodization
 - Nature and causes of changes in the world history framework leading up to 600 C.E.-1450 as a period.
 - Emergence of new empires and political systems
 - Mongol effects on different societies
- Islamic World
 - Dar-al-Islam
 - Islamic political structures
 - Arts, sciences, and technologies
- Interregional networks and contracts
 - Development and shifts in interregional trade, technology, and cultural exchange.
 - Trans-Sahara Trade
 - Indian Ocean Trade
 - Silk Routes
 - Missionary outreach of major religions
 - Contacts between major religions such as Islam, Buddhism, Christianity, and Islam
- China's internal and external expansion

- The importance of the Tang and Song economic revolutions and the initiatives of the early Ming dynasty
- Arts, sciences, and technology
- Developments in Europe
 - Social, economic, and political developments
 - The division of Christendom into eastern and western Christian cultures
- Social, Cultural, Economic, and Political patterns in the Amerindian World
 - Maya
 - Aztec
 - Inca
- Demographic and environmental changes
 - Impact of Nomadic Invasions
 - Consequences of plague pandemics
 - Growth and role of cities
- Diverse interpretations
 - What changes affected women during this time period

Unit Two: Questions for Discussion

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. Compare and contrast the social, political, and cultural aspects of Japanese and European Feudalism
2. Compare and contrast the social, political, and cultural aspects of Christianity and Islam

Unit Three: 1450-1750 (6 weeks)

- Changes in trade, technology, and global interactions
- Knowledge of major empires and other political units and social systems
 - Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, and African empires.
 - Role of women in each empire
- Slave systems and slave trade
- Columbian Exchange
- Cultural and intellectual developments
 - Scientific Revolution

- Enlightenment
- Changes and continuities in Confucianism
- Major developments and changes in the arts

Unit Three: Questions for Discussion

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. Compare and contrast the economies of the European empires with the empires of Asia
2. Compare and contrast the interactions with the West among two of the following: Russia, Ottoman Empire, China, Tokugawa Japan, Mughal India

Unit Four: 1750-1915 (6 weeks)

- Changes in global commerce, communications, and technology
 - Industrial Revolution
- Demographic and environmental changes
 - Atlantic Slave Trade
 - Population changes due to global trade
 - Migrations
- Changes in social and gender structure
 - Response to the Industrial Revolution
 - Emancipation of serfs/slaves
- Political revolutions and independence movements
 - Latin America
 - U.S., France, Haiti, Mexico, and China
 - Nationalism
 - Rise of democracy and limitations
- Rise of Western Dominance
 - Impact of European ideologies on colonial administrations

Unit Four: Questions for Discussion

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. Compare and contrast the industrial revolution in western Europe and Japan
2. Compare and Contrast revolutions in two of the following: Haiti, United States, France, Mexico, and China
3. Compare and contrast the roles of women in the upper/middle classes with peasantry/working class in western Europe

Unit Five: 1914-present (6 weeks)

- World Wars, the Holocaust, the Cold War, nuclear weaponry, international organizations, and their impact on the global framework.
- Decolonization and the breakup of the Soviet Union
- Impact of major global economic developments
- Social reform and social revolution
- Globalization of science, technology, and culture
- Demographic and environmental changes
 - Deforestation
 - Environmental movements
 - Migrations
 - Demographic changes

Unit Five: Questions for Discussion

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. What are the advantages and disadvantages of using units of analysis in the twentieth century, such as the nation, the world, the West, and the Third World?
2. Compare and contrast decolonization in India and Africa
3. Compare and contrast economic developments in two of the following: Africa, Asia, Latin America

Academic Grading System

All coursework will be assigned to a category with a percentage value.

Categories Percent of Grade

1. Thematic Groups/Review 20%
2. Homework/Classwork 20%
3. Tests/Quizzes 15%
4. Writing 15%
5. Benchmarks/Proficiency Essays 10%
6. Class Participation 10%
7. Final Exam 10%

Grading Standards

Coursework will be evaluated along the following guidelines:

- A – outstanding achievement
- B – above-average achievement
- C – average, minimal achievement
- D – unacceptable
- F – failure to meet standards and objectives of the course

Grading Scale

99-100	A+	88-89	B+	78-79	C+	68-69	D+
93-98	A	83-87	B	73-77	C	63-67	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
							< 60 F

Effort Grading System

- Students who demonstrate continual academic and personal growth and participate enthusiastically will earn a high effort grade.
- Students who do not demonstrate continual growth and are passive, or inactive, learners will receive an average effort grade.
- Students who do not demonstrate growth, or choose to fail, will receive a low effort grade.

Conduct Grading System

- Students who exhibit positive behavior and participate enthusiastically in class activities will earn a high conduct grade.
- Students who do not exhibit negative behavior and participate passively in class activities will receive an average conduct grade.
- Students who exhibit negative behavior will earn a low conduct grade.
- Students who receive a behavior referral in class will receive the lowest conduct grade.

Classroom Behavior

- To be successful in World History AP, students need to be in class on time, prepared to learn, and be cooperative class participants, working actively with others as a team.
- Continued negative participation, including being tardy or absent, being off-task, defiant, or displaying a lack of cooperation, will result in one or more of a series of mediations.
- Dress code violations will be viewed as negative participation. Students who openly and continually defy the dress code may be given a behavior referral.
- Refer to the Behavior Code for additional information.

School Discipline Policy

1. First classroom disruption = verbal warning, call home to parent, and possible teacher assigned detention.
2. Second classroom disruption = referral to Assistant Principal's office and possible removal from class.
3. Third classroom disruption = referral to Assistant Principal's office and possible removal from class.

Academic Honesty

- The often rampant misuse of academic materials is taken seriously.

- A student using another's work for any part of an assignment, with or without his permission, will be considered academically dishonest, lose credit, and be given a referral. This includes unauthorized collaboration and plagiarism.
- Two referrals for Academic Dishonesty may result in the student being dropped from class with a loss of credit.
- Refer to the Behavior Code for additional information.

Tutoring

- Students must seek the instructor's assistance whenever an assignment, grade, or activity is not understood, or receives a grade lower than expected.
- Tutoring is available every morning, and additional times by appointment.
- Additional help may be obtained through tutoring services on campus.

Materials

Time management and organizational skills are essential for high achievement and should begin with adequate supplies. Materials should be brought to class every day.

- 3 notebooks (spiral or loose) – Text, Themes, Discussion
- 8 ½ x 11 lined notebook paper, college ruled
- Black or Dark Blue Ink Pens
- Markers, 8 or 10 pack
- Notecards, either 3x5 or 4x6
- Pocket holder for handouts, returned papers

Attendance

Individual and group participation is a centerpiece of the course and therefore attendance is mandatory. It is understood that illness or family situations may necessitate an absence. It is the student's responsibility to discuss make-up work with the teacher.

I encourage parents to make any appointments (e.g.- doctor appointments) outside the school day and to take vacations during school vacations. State average daily attendance rules have made student attendance mandatory, without excuse. Students planning on being absent from class on a long-term basis must make prior arrangements with the instructor and counseling or attendance.

School Attendance Policy

Students are expected to attend school daily, and be on time for class. If a student is absent from class without a valid excuse or leaves class without the teacher's permission, he/she is considered truant.

In accordance with State Education Code requirements, a student must be in class a minimum of 60 hours to receive 5 units of credit for that class. Any student missing more than 30 days of any one class in a semester, will *not* receive credit for that class.

Assignment Information

Turning Work in

Traditional paper work will be turned in to the tray by the front door.

All digital work must be submitted through either **Edmodo**, **Turnitin.com** or **Google Drive** depending on the nature of the assignment.

Submissions not placed in the appropriate folder will be considered missing.

Digital Work

All digital files must follow this naming convention: Period Number, Last Name, Assignment Title

Example: Scott Davis in period 5 is assigned the Rome vs Han Compare and Contrast Essay

5davisromevshance.docx

Readings

Students will be assigned a variety of readings each week, which need to be completed prior to attending class. Readings will come primarily from the main texts, but may be assigned from additional sources.

Written Work

Outside written work, unless otherwise noted, must be typed double-spaced on 8½ x 11 paper with 1-inch margins. 12-point Times or another standard font is acceptable. Identifying information must be included on cover page (title, name, period, date, teacher's name).

In-class written work must be hand written on 8½ x 11 paper in black or dark blue ink. Identifying information must be included on the first page (assignment title, name, period, date, teacher's name).

Tests/Quizzes

Tests/Quizzes will consist of multiple-choice, identification, short answer, thesis, document analysis, and/or essays.

Participation

Participation is an integral part of the class and will consist of everyday class participation, individual and group activities, presentations, formal and impromptu speeches, and other activities.

Re-Writes

Students may re-write any timely outside written work. Students must meet with the teacher prior to rewriting any work and must attach original to final copy.

Late Work

All assignments are due on the scheduled date at the beginning of the class period.

Assignments turned into the teacher after the scheduled date or class period will be considered late and will be accepted for half credit until the end of the week, without benefit of revision.

No assignments will be accepted if a student has been in lockout or has been truant.

Make-up Work

Some in-class assignments cannot be made up and if missed will result in a loss of credit, whether excused or not.

Many in-class assignments may be made up and the student has one week from the original date to make up the assignment.

No credit will be earned if the student has been in lockout or has been truant.

Contesting an Assignment

Students will have 1 week (including the weekend) from the time the assignment is posted on Aeries to contest any grade, including missing assignments.

Course Grading Explanations

Thematic Groups/Review 20%

Students in small groups work will prepare information on themes associated with the AP World History Course Description and present information on these themes approximately every six weeks. A detailed handout will describe all activities and work associated with the Thematic Groups.

Homework/Classwork 20%

Notes will be required on each chapter of the text. In addition, document analysis, pre-writing activities, and other assigned work will be required of all students. Students will be required to keep conceptual notecards and a thematic notebook.

Tests/Quizzes 15%

A variety of exams will be used and may include multiple-choice, identification, short answer, essay outlines, and essays. Exams may be oral or written, and may require the use of a computer.

Writing 15%

Short essays and other compositions will be assigned throughout the course. Students will work on these main types of writing: Document-Based, Expository, Comparison, and Change-Over-Time. Many types of practice will be assigned to ready students to write well and in a timed manner. Some group assignments will revolve around essay writing.

Benchmarks/Proficiency Essays 10%

Benchmark exams, based on the California standards, will be given periodically throughout the year to assess student

