

2015-2016 Advanced Placement World History Mrs. Osborn

Rules and other stuff!

<https://www.youtube.com/watch?v=x78PnPd-V-A>

What classes *used to* look like for students:

- Minimal to no homework; any homework could be finished during school hours or within 15-30 minutes after school.
- Smart enough to “Sit and Get”
- They’re smart, easy to teach, and stand out from the crowd; the teacher loves them!
- Minimal frustration and maximum success!



What ***Advanced Classes*** tend to *initially* look like for students:

- First time to face a true academic challenge; a course up to their level of rigor and cognition, “I can’t do this!”
- First time to see grades below their own personal standard
- “The teacher doesn’t like me!” & “I don’t like the teacher!”
- Tears, denial, and a schedule change request form!



Stop, and Change Your Way of Thinking!



- The ***number one factor*** influencing college admissions officers when analyzing admissions applications is ***not*** GPA!
- ***GPA should not be your first priority!***
- The number one factor influencing college admissions officers is ***“The rigor of the courses in which the student is involved.”*** – College Board

Factors Influencing College Admission Decisions **IN ORDER OF IMPORTANCE** according to College Admissions Officers:

1. Grades in College Prep. Courses
2. Standardized Admission Tests
3. Grades in all Courses
4. Class Rank
5. Essay/Writing Sample



**WHERE IS YOUR PRIORITY?
WHAT ARE YOU PUTTING FIRST?**

Other Transcript Factors to Consider:



- Competition for **admission** to Tier 1 & premier colleges/universities is fierce!
 - Examples of Tier 1 college/universities (e.g. UT-Austin, Texas A&M, Rice, Texas Tech, SMU, Baylor, University of Oklahoma) + the Ivy League or premier schools [Harvard, Yale, Princeton, USC, NYU, etc.]
- Admissions officers would rather see B's and C's in Advanced Courses (AP) than A's in on-level (regular) courses.
- College board research states that students who are **enrolled** in advanced courses are 4 times as likely to earn their college diploma in 4 years or less. This research *does not* reflect students who earn A's in the courses or 5's on the exams. Students who are **enrolled** are 4 times as likely to succeed!

NEW LAW SIGNED

JUNE 3, 2015



- The Advanced Placement Program® is happy to share with you the tremendous news that Texas Governor Greg Abbott has signed into law [HB 1992](#), legislation requiring all Texas public colleges and universities to award credit to students who submit scores of 3 and higher on AP® Exams. This applies to entering freshmen at Texas public institutions of higher education beginning in the fall of 2016. Graduates of the class of 2016 who attend Texas public institutions of higher education will be the first students to benefit from this new law.

Tips to Succeed:



- **SELF-MOTIVATION:** The desire/drive to reach your goal is all important. Strive for success. If you WANT it, you CAN achieve it!!!
- Form **study groups** after school or during the weekend! Meet at coffee shops, in the library, in the teacher's classroom, or at someone's house!
 - Parent Tip: Open your home or offer rides!
- **Introduce yourself** to the teacher ***outside of class time!*** Make a point to get to know them and form a relationship. Share your concerns, goals and academic expectations.
 - Parent Tip: Make regular contact with the teacher as well. Remember, you have one, teachers have 150+.



Tips to Succeed:

- **Attend tutoring!** You can no longer “Sit and Get”. You have been introduced courses at your academic level; accept the challenge. The power of 1-on-1 is much greater than 1-to-30!
- **Mrs. Osborn’s tutorials, Monday-Wednesday, (AM or PM) [other times, by appt.]**
 - Parent Tip: Ask your student to bring you their teacher’s tutoring times. Encourage, encourage, encourage!
- **Organize and plan.** Write down assignments, due dates, teacher tips, etc. **Do not procrastinate!** Parents, students may need lessons in this strategy.
 - Parent Tip: Buy your student a planner, sit down at night and help them organize.

Tips to Succeed:



- **Sleep and Emotional Health** are just as important to your success as studying!

– Parent Tip: Make them care for themselves!



- **Know when enough is enough.** Remember, you are in these courses to prepare you for college, not to get straight A's. Give it your all, and accept that you did your best!

– Parent Tip: Encourage, encourage, encourage! When I ask Students their number one influence in their academic choices, resounding answer is “My parents.”



Tips to Succeed:

- **Learn to Study!** Reading in History is different than reading in Science. Taking notes correctly and quickly is vital. Ask your teacher for pointers and tips that are specific to their content area. Study buddies are priceless!
- **Reach out for help.** See Mrs. Osborn, your other teachers, experienced students or your parents when you're feeling overwhelmed!

What You Need to Know About the AP World History Course & Exam

Curriculum Framework

Curriculum Framework

- The AP World History course content is structured around the investigation of **five course themes** and **19 key concepts** in **six different chronological periods**, from approximately 8000 B.C.E. to the present.

5 COURSE THEMES

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

PERIODIZATION – 6 TIME PERIODS

Time Periods			Period Weights
1	Technological and Environmental Transformations	to c. 600.B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600.B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c.1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignment	c. 1900 to Present	20%

19 KEY CONCEPTS

Time Periods		Key Concepts
1	Technological and Environmental Transformations (to 600.B.C.E.)	<p>1.1 Big Geography and the Peopling of the Earth</p> <p>1.2 The Neolithic Revolution and Early Agricultural Societies</p> <p>1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies</p>
2	Organization and Reorganization of Human Societies (600.B.C.E. to 600 C.E.)	<p>2.1 The Development and Codification of Religious and Cultural Traditions</p> <p>2.2 The Development of States and Empires</p> <p>2.3 Emergence of Transregional Networks of Communication and Exchange</p>
3	Regional and Transregional Interactions (600 C.E. to 1450)	<p>3.1 Expansion and Intensification of Communication and Exchange Networks</p> <p>3.2 Continuity and Innovation of State Forms and Their Interactions</p> <p>3.3 Increased Economic Productive Capacity and Its Consequences</p>
4	Global Interactions (1450 to 1750)	<p>4.1 Globalizing Networks of Communication and Exchange</p> <p>4.2 New Forms of Social Organization and Modes of Production</p> <p>4.3 State Consolidation and Imperial Expansion</p>
5	Industrialization and Global Integration (1750 to 1900)	<p>5.1 Industrialization and Global Capitalism</p> <p>5.2 Imperialism and Nation-State Formation</p> <p>5.3 Nationalism, Revolution, and Reform</p> <p>5.4 Global Migration</p>
6	Accelerating Global Change and Realignments (1900 to Present)	<p>6.1 Science and the Environment</p> <p>6.2 Global Conflicts and Their Consequences</p> <p>6.3 New Conceptualizations of Global Economy, Society, and Culture</p>

4 HISTORICAL THINKING SKILLS

SKILL 1: Crafting Historical Arguments from Historical Evidence

SKILL 2: Chronological Reasoning

SKILL 3: Comparison and Contextualization

SKILL 4: Historical Interpretation and Synthesis

EXAM FORMAT

SECTION	Number of Questions	Time Limit
I. Multiple-Choice (50% of total score)	70 questions	55 minutes
II. Free-Response (Essay) Questions (50% of total score)	Document-based question	50 minutes (includes 10-minute reading period)
	Continuity and Change-over-time essay	40 minutes
	Comparative essay	40 minutes

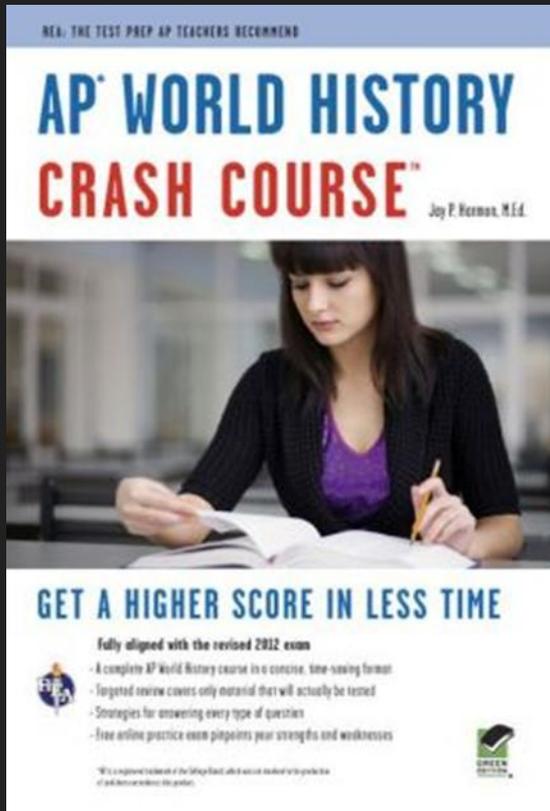
AP WORLD HISTORY EXAM PREP

- Everything we do in this class is preparation for the AP exam you will take in mid-May. **EVERYTHING!** From the first day of class to the day of the actual exam, every reading, every assignment, and every bit of discussion that takes place is necessary to properly prepare you for this exam. If you choose not to do a reading assignment or not to complete a study guide, it only hurts you! It is hard to move forward without taking the necessary steps to prepare you for the next chapter... Do the reading. Complete the assignment. Participate, ask questions during discussions, and attend tutorials.

You Will Need...

- Loose-leaf notebook paper
- Blue or black ink pens & pencils
- Color map pencils
- 3-ring binder (1 – 1 ½ inches wide)
- 5 highlighters, each a different color
- 2 packages 3x5 index cards (one white, one multiple-color)
- 7 dividers (purchased or self-created)
- Jay Harmon's *World History Crash Course Review Book*

What you need to Succeed: Test Prep Book



- Purchase the **Course Study Guide** (required by the end of the first grading period – bring to class and show to Mrs. Osborn).
- Available at amazon.com and Barnes & Noble.

Important Online Resources:

- Class website: teacheroz.com
- Skyward Online Gradebook
- Follow @RowlettAPWH on Twitter
- World History Crash Course.
- Register for Remind.com.
- Register for getafive.com.

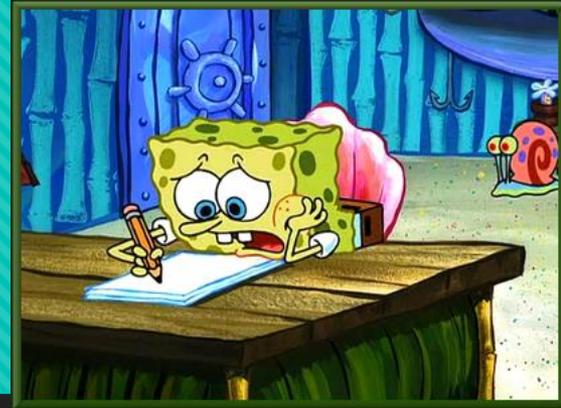
Mrs. Osborn's
AP World History



You will Need: PORTFOLIO (BINDER)

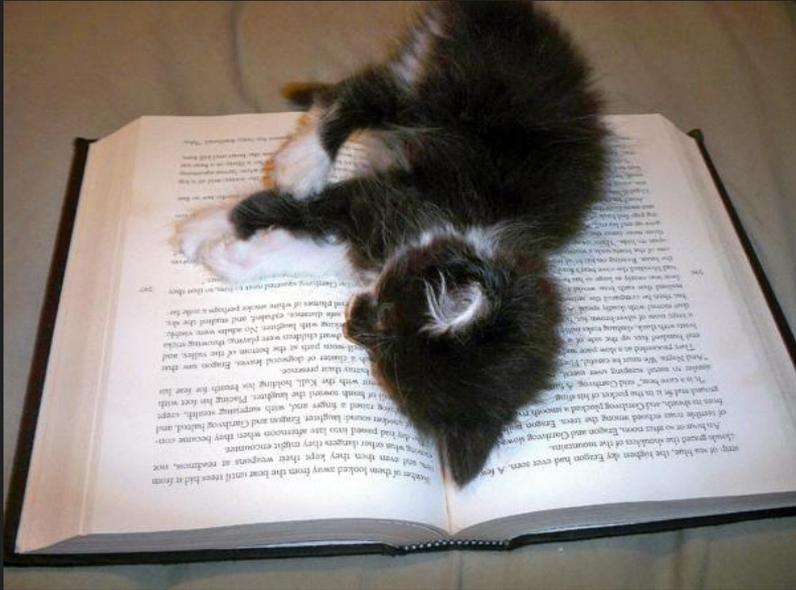
- 3-ring binder (1 – 1 ½ inches wide)
- 7 dividers (purchased or self-created)
- You are required to keep all handouts, notes, & graded assignments/tests/projects in an organized portfolio throughout the course. This will help you study for the May exam. Periodically, a grade may will be taken on the portfolio.
- Each day's activities/assignments are posted on the PowerPoint slide; write these down in a calendar (or keep on your smart phone).

What to Expect: Routine assignments



- Read the text & complete Reading Study Guides [RSGs]
 - About 1 chapter per week
- Vocabulary flash cards & quizzes
 - Every week
- Projects involving research
- Document interpretation & discussion
- Extra reading
- Map & timeline tests
- Essays in and out of class, lots of writing

To succeed, you
must READ!



I can't lol at this,



there's way too much
reading

What Mrs. Osborn expects...

- You are responsible for *independently* learning much of the course content through reading, writing, discussion.
- Mrs. Osborn assumes you have done assigned readings and completed RSGs prior to lecture.
- Mrs. Osborn assumes you know/understand key terms and basic events (through reading) prior to lecture.
- If you don't understand something in your reading, you will come to tutorials for help.

Grading Policy

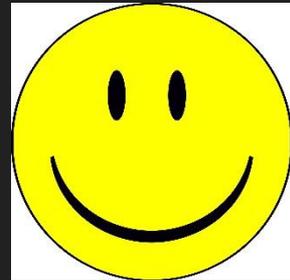


- Tests/Projects: 50%
- Classwork/Reading Checks/Quizzes/Essays: 40%
- Homework: 10%
- NOTE: On average, only 8-12 grades are taken each grading period (including tests)
- EACH six weeks grade counts as 2/7 of semester grade. Semester Exam: 1/7 of semester grade.
- **LATE WORK POLICY:** A deduction of 10 points per day (maximum of 30 points) will be assessed for late work. Work will not be accepted after 3 days.
- Earn a poor grade? (It will happen.) Assess what you can do to change the outcome, do it, & then move on. Need help? COME TO TUTORIALS!
- Check your grades often on Skyward.

All AP Tests are College Level And Very Difficult



- The morning of any test, there will be a peer review test review tutorial beginning at 6:40am.
- Because these tests are very difficult, you will be given the opportunity to correct tests for partial credit added to your original test score.



Mrs. Osborn's Code of Acceptable Behavior

Ok, the nuts & bolts of Mrs. Osborn's APWH class.

- When you enter the room, look at and follow the instructions on the PowerPoint; it will tell you how to be prepared for class.
- ALL assigned work is due at the BEGINNING of class (turn in to appropriate tray by the window). Any work turned in after Mrs. Osborn picks it up, is counted as 1 day late (10 point deduction).
- Be in your desk and prepared for class at the tardy bell.
- Take Cornell Notes during lecture.
- Respect each other.
- I have every confidence that you can be successful in this course.
- If you need help, ask for it! Come to tutorials (Monday-Wednesday, AM or PM).

Electronic devices...

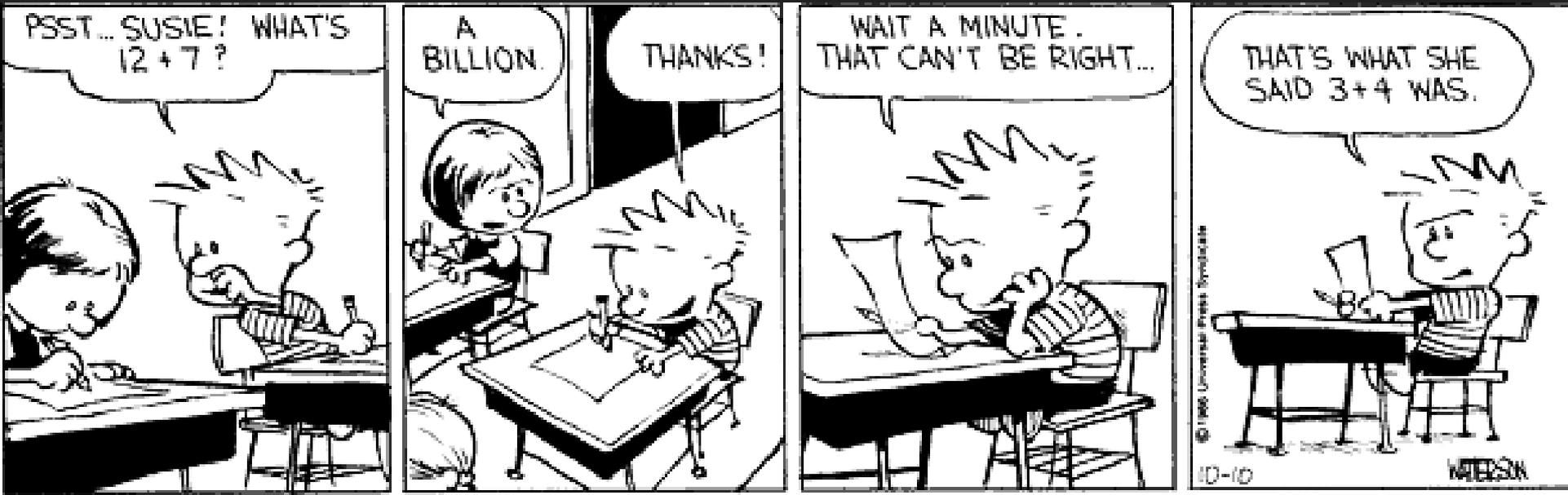


- Mrs. Osborn allows students to use electronic devices for classroom activities **ONLY**. Otherwise, the use of these devices in Mrs. Osborn's classroom is **expressly forbidden**.
- **When you enter the room, all electronic devices are to be turned off/silenced & placed in your backpack, purse, or pocket until the end of class.**
- On test days, all electronic devices are to be placed at the front of the room.
- On first observed unauthorized use, a warning will be issued. At Mrs. Osborn's discretion, subsequent use may result in an office referral, detention, AND/OR the loss of any earned final exam exemption. Signs with this policy are displayed in class.

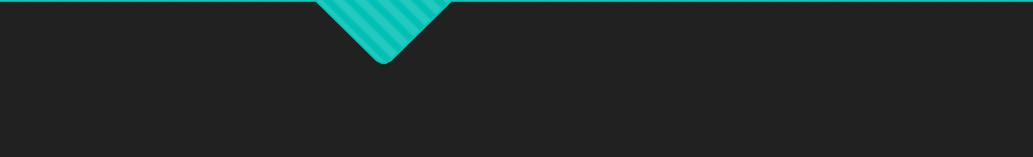


The Honor Code is in full force in my class

- Copying/Sharing/Splitting assignments does not help you learn the material. It is assumed you have completed all assignments on your own.
- Plagiarism or cheating will result in a score of '2' placed in Skyward. Subsequent instances will result in an office referral for Academic Dishonesty.



No, No, No



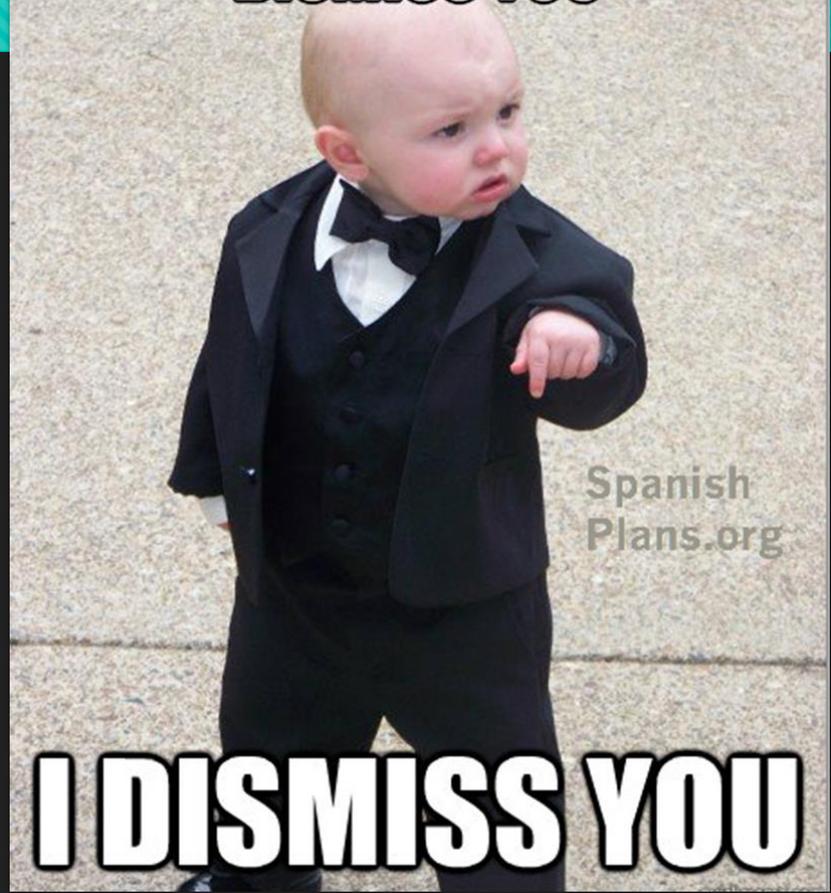
WHAT I LOOK LIKE



SpanishPlans.org

**IF YOU'RE TALKING
WHILE I'M TALKING**

**THE BELL DOESN'T
DISMISS YOU**



Spanish
Plans.org

I DISMISS YOU



**CLEAN
UP
YOUR
OWN
MESS**

- You are allowed to eat/drink in class. HOWEVER....
- All drinks **MUST** have a **secure lid** on them. NO open cups.
- Don't leave trash by your desk.
- If trash is repeatedly left behind – will result in banning food/drink in the classroom.

So, Advanced Placement is for you if...

- You want a challenge
- You are self-motivated & practice self-discipline
- You are competitive
- You are not afraid of hard work
- You are willing to learn how to manage your work load and schedule
- You want to be ready to conquer college
- You want to move to the top of the application pile for admission consideration to Tier 1 universities.
- You want to possibly earn college credit
- You want to improve your SAT/ACT test scores

Advanced Placement is not for you if...

- You are allergic to hard work.
- You hate to read & refuse to do so.
- You hate to write & refuse to do so.
- You don't plan to study.
- You think that Mrs. Osborn will give you all the info you need for success during class.
- You'd rather whine than win.
- You miss a lot of school days.