

AP WORLD HISTORY– SYLLABUS

Rowlett High School, 2016-2017

Teacher: Mrs. Tracey Osborn

Room: 2164

ABOUT THE COURSE: Welcome to Mrs. Osborn’s AP World History class. Advanced Placement World History is structured around the Five Themes woven into 19 key concepts covering six chronological periods (listed at the end of this syllabus). A detailed breakdown of the Five Themes, concepts & chronological periods is available for download on the class website (link below) & GISD Gradebook. This course will include lecture, note taking, independent practice, document based question analysis, and writing assignments. Students will be required to take the primary role in their own learning. Though the APWH teachers are available at all times for help, the student must take the initiative to be successful in this course. At any point that the student feels that they need individual or more detailed instruction they must directly contact the instructor for help. Do not fall behind, if you need help – ask for it.

ABOUT THE TEACHER: I earned a Bachelor of Science degree (Cum Laude) in History from Texas A&M University-Commerce. My certifications include: Secondary History (grades 6-12), Secondary Composite Social Studies (grades 8-12), & Talented/Gifted. I am also a Reader (Grader) for the National AP World History Exam. My husband & I have a daughter who works as an engineer for Verizon Wireless and our son is a sociologist with Round Point Mortgage. I am a violinist with the Mesquite Symphony Orchestra.

CONTACT INFORMATION: Students and parents are encouraged to contact me with any questions or concerns. RHS phone number: 972-463-1712, ext. 81147 Email: trosborn@garlandisd.net
RHS website: <http://www.garlandisdschools.net/rhs> (with link to GISD online grade book)
*** Class website: <http://www.teacheroz.com> *** *** Twitter Page: <http://www.twitter.com/RowlettAPWH> ***
*** Class Google Drive (lecture notes, handouts for view/download): LINK ON CLASS WEBSITE, teacheroz.com.

CONFERENCE PERIOD: 9:06-10:39AM (PERIOD 2A/6B).

GRADING CATEGORIES – TEST CORRECTIONS – EXTRA CREDIT:

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. Final Exam: 1/7 of semester grade.

TEST CORRECTIONS: Exams in APWH are demanding. Students will have the opportunity to correct tests in tutorials within one week for partial credit.

EXTRA CREDIT: IF offered – applied to the category (Classwork OR Homework) that will MOST improve the student’s average.

FINAL EXAM EXEMPTION (Spring Semester): Students who take the May 11th APWH Exam are exempt from the Final Exam **IF** they are passing for the semester/course, owe no fines, are not on LOC & have turned in the textbook.

***** ONLINE GRADEBOOK ***:** Parents and students can check progress, grades, & attendance in class 24 hours a day/7 days a week with Family/Student Access to **SKYWARD** software program (link available on the APWH class, RHS, or GISD websites). Please be aware that I do use some special grade codes & have a “Required Online Questionable Grade Procedure”- 0 = missing/can still submit; 1 = late; 2 = copying/plagiarism; 3 = Incomplete.

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 school days (not class meetings). **Excused absences:** Students have the opportunity to make up work assigned on day(s) of absence without penalty. Work assigned **BEFORE** the absence is due the day the student returns to class. **ISS Assignment:** Student must pick up work before going to ISS room & turn in the work no later than 2:40pm the same day.

TUTORIALS: Monday, Tuesday, and Wednesday 6:45-7:15AM & 2:40-3:20PM

Other times by appointment. Students must have a pass (or signed note from parent/guardian) to enter the building. **It is assumed you have mastered history & geography material taught in previous grades. If you do not understand these previously-covered concepts, it is STRONGLY encouraged you attend regular tutorial sessions. During the 2nd semester, students taking the May AP exam, are required to attend test prep sessions.**

FLIPPED CLASSROOM: These are Internet-based assignments that your student is required to complete OUTSIDE OF CLASS. No Internet/printer access? Students can complete the assignments DURING TUTORIALS.

BYOD (Bring Your Own Device): 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. On first observed 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. (*Students are scheduled to be issued a GISD iPad for their use the week of 9/19/16*).

REQUIRED SUPPLIES:

The following supplies are **REQUIRED** for this class and due **NO LATER** than **TUES/WED, 8/30 [A], 8/31 [B]**.

- paper/pens/pencils/map colors
- 3-ring binder (1 – 1 ½ inches wide)
- 2 packages 3x5 index cards (one white, one multiple-color)
- Earbuds (*for smartphone/GISD iPad, scheduled for distribution in late September*)
- 5 highlighters, each a different color
- 7 dividers (purchased or self-created)
- Earbuds (for smartphone OR iPad)

- **AP EXAM STUDY GUIDE (WAIT FOR RELEASE OF NEW EDITION - MRS. OSBORN WILL SAY WHEN [Most likely in mid-November])**: Available at amazon.com & Barnes and Noble: Jay Harmon's *AP World History Crash Course*.

PORTFOLIO (BINDER): Each day's assignments are posted on the board & students are expected to write these down in a calendar (or keep on your smart phone). Students are **required** to keep all handouts, notes, and graded assignments/tests/projects in an organized binder throughout the course. Periodically, a grade may will be taken on the portfolio. It is the **STUDENT'S RESPONSIBILITY** to check the class website, classroom calendar, and/or come to tutorials.

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.

VIDEOS SHOWN IN CLASS: Periodically, Mrs. Osborn will show films and documentaries in class. For the most part, these will be rated G. On occasion, some videos may be rated PG or PG-13 as some films/documentaries depicting historical subject matter touch on issues such as war or prejudice/racism. *** **Following the AP Exam in May, the class will screen *Schindler's List*, which is rated R. A separate permission slip will be sent home at that time.**

RESOURCES:

- **CLASS WEBSITE:** <http://www.teacheroz.com>. Daily lesson plans, homework/project reminders, links to GISD Skyward Gradebook, getafive.com, and web resources for units currently under study.
- **Lecture Notes:** All lecture notes given in class are available for download/review in class website Google Drive.
- **Primary Textbook (Online):** *Ways of the World, A Global History*, 3rd AP edition, Robert Strayer, *et al*; Boston: Bedford/St. Martin's, 2016.
- **Secondary Textbook (Hard copy):** *The Earth and Its Peoples, A Global History*, 2nd AP edition, Richard Bulliet, *et al*; Boston: Houghton Mifflin, 2001.
- College Board APWH Curriculum Framework: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>
- Get a Five: <http://www.getafive.com>. Outside-class assignments to be completed throughout the course.
- Primary Sources: documents, images, maps, charts, graphs: *The Human Record*, 4th ed., Alfred Andrea and James Overfield; Boston: Houghton Mifflin; 2000. *World History: The Big Eras – A Compact History of Humankind for Teachers and Students*, Edmund Burke III, David Christian and Ross Dunn; ISBN 978-0-9633218-7-9. Text available on-line at [World History For Us All \(http://worldhistoryforusall.sdsu.edu/\)](http://worldhistoryforusall.sdsu.edu/).
- Secondary Sources: *Guns, Germs, and Steel*, 1st ed., Jared Diamond; W.W. Norton, 1997; *A History of the World in Six Glasses*, Tom Standage, Walker & Co. 2006; *Maps of Time, An Introduction to Big History*, David

Christian; *Worlds of History, A Comparative Reader*, Kevin Reilly; Bedford/St. Martin's, 2009; *World Civilizations: Sources, Images, and Interpretations, vol. I, 4th edition*, Sherman, Grunfeld, et al; McGraw Hill, 2006

- A variety of other primary and secondary sources will be used during the course; most found from www.fordham.edu/halsall/sbook.html and www.fordham.edu/halsall/mod/modsbook.html
- Research Databases and Informational Sites are available through the GISD system: http://www.garlandisd.net/departments/library_services/documents/click_hs_links.pdf

Purpose & Potential Impact of the Course: Advanced Placement World History is a college-level survey course. It is the first college-level course most students will take. This is an Advanced Placement course, not a pre-Advanced Placement course. There is a major difference in the level of difficulty.

Last year more than a million high school students benefited from the opportunity of taking AP courses and AP Exams. The purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a useful foundation for their continuing college preparation in high school and improved performance on future advanced placement exams in other subjects. A recent national study of the impact of the Advanced Placement program on college performance reports the following with reference to students who have taken AP courses:

- better prepared academically for college
- more likely to specialize in majors with tougher grading standards
- more likely to complete college course work
- more likely to take subjects in their AP subject areas
- twice as likely to do graduate level study

Nine Historical Thinking Skills

The search for meaning in history is a complex process that extends beyond the mere memorization of data. While historical analysis requires extensive familiarity with names, chronology, events, facts, and more, the invaluable ability to think historically is achieved through development and use of specific historical thinking skills. Every part of the AP World History course assesses historical thinking skills as well as content. Students will take multiple-choice tests and write essays which will include studying maps, using graphs, analyzing art works, and interpreting quotations. Other aspects include assessing primary data, evaluating arguments, handling diverse interpretations, making comparisons, and understanding historical context. Every unit will begin and end with “what changed, what stayed the same” and “what separates this unit from the previous one?” These skills, listed below, are the reliable stepping stones that lead to successful historical thinking.

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|---|--|
| 1. Analyzing Evidence: Content & Sourcing | 6. Causation |
| 2. Interpretation | 7. Patterns of Continuity and Change Over Time |
| 3. Comparison | 8. Periodization |
| 4. Contextualization | 9. Argumentation |
| 5. Synthesis | |

The Five Themes

1. Interaction between humans and the environment (ENV): Demography and disease; Migration; Patterns of settlement; Technology

2. Development and Interaction of Cultures (CUL): Religions; Belief systems, philosophies, and ideologies; Science and technology; the arts and architecture

3. State-Building, Expansion and Conflict (SB): Political structures and forms of governance; Empires; Nations and nationalism; Revolts and revolutions; Regional, transregional, and global structures and organizations

4. Creation, Expansion, and Interaction of Economic Systems (ECON): Agricultural and pastoral production; Trade and commerce; Labor systems; Industrialization; Capitalism and socialism

5. Development and Transformation of Social Structures (SOC): Gender roles and relations; Family and kinship; Racial and ethnic constructions; Social and economic classes

Periodization: The course is broken into six chronological periods of study. The *approximate* length each period is studied and the percentage that period is covered on the Advanced Placement exam are shown in parentheses.

**Period 1 – Technological and Environmental Transformations to 600 BCE, chapters 1-3
(2 ½ weeks, 5% of AP Exam)**

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Period 2 – Organization and Reorganization in Human Societies, 600 BCE 600 CE, chapters 4-8 (4 ½ weeks, 15% of AP Exam)

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

**Period 3 – Regional and Transregional Interactions, c. 600CE to 1450 CE, chapters 9-16
(6 weeks, 20% of AP Exam)**

- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Period 4 – Global Interactions, 1450-1750, chapters 17-22 (6 weeks, 20% of AP Exam)

- Key Concept 4.1 Globalizing Networks of Communication and Exchange
- Key Concept 4.2 New Forms of Social Organization and Modes of Production
- Key Concept 4.3 State Consolidation and Imperial Expansion

Period 5 – Industrialization and Global Integration, 1750-1900, chapters 23-29 (6 weeks, 20% of AP Exam)

- Key Concept 5.1 Industrialization and Global Capitalism
- Key Concept 5.2 Imperialism and Nation-State Formation
- Key Concept 5.3 Nationalism, Revolution, and Reform
- Key Concept 5.4 Global Migration

**Period 6 – Accelerating Global Change and Realignment, 1900-present, chapters 30-35,
(6 weeks, 20% of AP Exam)**

- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and Their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

*** **Students** are required to keep this syllabus in the “Notes/Assignments” section of their portfolio for future reference. **I ENCOURAGE PARENTS/GUARDIANS TO DOWNLOAD/PRINT A COPY OF THIS SYLLABUS TO KEEP AT HOME. YOU CAN DO SO BY VISITING THE CLASS WEBSITE**
(<http://www.teacheroz.com>) ***

QUESTIONABLE ONLINE GRADE PROCEDURE

AP WORLD HISTORY

- The GISD Grade Book [SKYWARD] offers INTERNET ONLINE ACCESS for parents/guardians/students. More information is available at <http://www.garlandisd.net>. Please be aware that this software is intended for monitoring purposes only. Please follow the **REQUIRED** procedure listed below if you see a questionable grade:

- A) Ask your child to explain the grade.
- B) If the grade in question is not as high as it has been in the past, please be aware that AP World History is a college-level course. It would be a disservice to the students to continue grading their work on a lower level. Evaluations will continue to become more stringent throughout the course, but please realize that more weight is given to grades received in AP courses in terms of GPA (grade point average). (Example: a B in an honors course counts as an A in a regular course; detailed GPA criteria are listed in the front of the GISD Course Handbook).
- C) If the response is, "I turned it in already" or "I know I made a better grade than that," tell your child to come to me **with** the graded paper **BEFORE/AFTER school** (or at the end of class **IF** all work has been completed). I **require** all students to keep **ALL** graded papers in their binder until the end of the course.
- D) If there is an error on my part or on the part of the grading software, a correction to the online grade book [Skyward] will be made within 24 hours.
- E) If you see no change in the grade, assume one of three things: 1) your child did not speak to me about the grade; 2) your child did not have the graded paper in his/her binder for confirmation of the grade; or, 3) the grade received was valid.
- F) Everyone has a bad day now and then. As long as a pattern of poor/missing work is not established, students can recover from a 'hiccup' or two.

- By following the above criteria, such inquiries/questions become the student's responsibility and he/she learns to take charge of his/her own academic success. Thank you for adhering to this procedure. Of course, if **after** following the above criteria you still have questions/concerns, by all means, email me.

GISD ONLINE GRADE BOOK (SKYWARD) CODES USED BY MRS. OSBORN:

- A blank is seen (and coded as 'missing?') – This simply means the grade has yet to be entered into the grade book. The student's average is **not** affected. Often, this means that the due date is several days away and Mrs. Osborn is entering grades as students turn in the work (usually on Study Island assignments). A warning of a missing grade can act as a reminder for parent and student of an upcoming due date.
- A '0' entered in the grade book signifies that the work is late, but the student still has time.
- A '1' entered in the grade book signifies that the time allotted to turn in an assignment has passed and the work will no longer be accepted.
- A '2' entered in the grade book signifies that a student has plagiarized a source (generally, from the Internet) or copied/allowed someone else to copy his/her work.

Sincerely,
Mrs. Tracey Osborn, AP World History
trosborn@garlandisd.net

To Parents and Guardians of Advanced Placement World History students:

As AP World History teachers, we are acutely aware of your students' high achievement levels and what you as parents/guardians have come to expect of them. We, too, believe in setting high expectations, so we want to take a moment to talk about interpreting student scores on their first real AP test. Some of you may be shocked by the drop in scores/averages—but please don't panic. The drop is normal and they will recover.

The tests given in the course, as well as the standards to which we teach, are modeled on the AP Exam administered each spring by the College Board. A score of 50% or higher on the multiple-choice section of that exam is considered passing and has become the rationale for determining the “normal” average score for this course. What does that mean in relation to the GISD grade scale? All APWH students have the opportunity to attend test correction tutorials to earn back ½ credit by correcting missed questions on multiple-choice tests. EXAMPLE: If your student scores a 50 on a test, he/she may raise the score to a 70 by correcting all missed questions during test correction tutorials (offered for one week after each test). Here are some plain language descriptions of grade ranges. Please remember that we believe that each student is capable of being successful.

- | | |
|-------------|---|
| 70 or above | The student is most likely way ahead of the game in terms of reading comprehension and note-taking skills. Encourage him/her to keep up the good work. He/she is definitely NOT slacking off. A student guide book for the AP Exam will complement their devotion, self-discipline, and hard work. In a Regular WH class this score would be mid-90s and above. |
| 60-69 | Considered on-target. Needs to focus on sharpening reading and note-taking skills. Should attend an occasional tutorial. Ask to see his/her notes and to verbalize what is being studied. Needs the recommended student guide book. Is NOT slacking off, but needs to be encouraged to continue the good work. In a Regular WH class this score would be mid-80s to low 90s. |
| 50-59 | Somewhat below target. May not be devoting the required hour a day to reading and taking notes. Require him/her to show you handwritten notes on a daily basis and to verbalize his/her understanding. Should attend tutorials regularly. The recommended student guide book is a must. With support and encouragement, he/she will eventually adapt to the AP standards and processes. In a Regular WH class this score would be high 70s to mid-80s. |
| Below 50 | This score does NOT indicate that the student is slacking off or that he/she cannot master the course requirements. Rather, he/she needs significant support and encouragement in developing reading and note-taking skills, especially in the area of locating main ideas and supporting details. Reading aloud may help to create better focus. A student guide book would be an invaluable support. Handwritten notes are an absolute must and should be checked on a daily basis until significant improvement in student ability and confidence is seen. Scheduled tutorials are highly recommended. In a Regular WH class this score would be high 60s to mid-70s. Keep encouraging them. |

Adapting to the rigor of the AP program is both challenging and rewarding. The skills and habits developed will sustain the student throughout his/her academic career and into a chosen profession, but most students have to work at it. We are here to support and encourage them—and you—and we believe that every student can be successful if we all work toward the same goal. The best way to contact me is via email: trosborn@garlandisd.net

Thanks for your support.

***** PARENTS/GUARDIANS: PLEASE, SIGN AND RETURN THIS PAGE TO MRS. OSBORN NO LATER THAN FRIDAY, 8/26 [A] / MONDAY 8/29 [B]. *****

Student Name: _____ Class Period: _____

I have read the attached syllabus for Mrs. Osborn's AP World History class.
I UNDERSTAND AND ACCEPT the information given on each of the following categories:

- Contact information/conference period
- Course rigor, expectations & Tutorials
- Independent Practice/Homework/Projects
- Late & Make-up work Policies
- Required Supplies (+ AP Exam Study Guide)
- Grading policies/Extra Credit & Skyward
- BYOD (Bring Your Own Device) Policy
- Flipped Classroom (outside-class) & Portfolio
- Class website & other resources
- Videos (a few, rated PG/PG-13)

***** - Image Release/Remind App (PLEASE SIGN BACK OF THIS HANDOUT) *****

Parent/Guardian name(s) (please, **PRINT**):

FOR MOST OF THE TIME, WITH WHOM DOES THE STUDENT LIVE? CIRCLE ONE:

BOTH PARENTS MOTHER FATHER OTHER _____

MOTHER LAST NAME: _____ **FIRST NAME:** _____

FATHER LAST NAME: _____ **FIRST NAME:** _____

HOME ADDRESS (with city/zip code): _____

DAYTIME PHONE NUMBER: _____ (Circle: MOM / DAD – HOME/WORK/CELL)

EVENING PHONE NUMBER: _____ (Circle: MOM / DAD – HOME/WORK/CELL)

***** MOTHER EMAIL:** _____ ***** FATHER EMAIL:** _____

***** OTHER:** _____ (Who is this? _____)

PRIMARY LANGUAGE SPOKEN IN THE HOME: _____

COMPUTER IN HOME (please, circle): YES NO

INTERNET ACCESS IN HOME (please, circle): YES NO

STUDENT SMART PHONE/IPAD (for in-class research) (please, circle): YES NO
(until students are issued their own GISD iPad, scheduled for distribution in late September)

****** PARENT/GUARDIAN SIGNATURE:** _____

I am looking forward to working with you this year. If you have any concerns, questions, or comments, please don't hesitate to contact me by phone or email as listed in the syllabus.

NOTE: MEET THE TEACHER NIGHT IS TUESDAY, SEPTEMBER 6TH, 6:30– 8pm!

Sincerely,



Mrs. Tracey Osborn

TECHNOLOGY INFORMATION & RELEASE

VIDEO, IMAGE, AUDIO RELEASE: During the course of the school year, I may record (still photo and/or video) many of our class activities, which may include images of students. On occasion, I wish to share some of these activities with parents by posting a picture on the class website, teacheroz.com. Under no circumstances will a student's name be listed on the web. Please, initial below whether you will allow me to post an image of your student.

_____ YES, you may post my student's image (NO name) on the class website.

_____ NO, I prefer you not post my student's image on the class website.

REMIND TEXT APP (remind.com) – This program allows me to send important reminder texts to students. I will NOT have your student's phone number and they will NOT have my phone number. All texts are archived, If YOU would like to also receive all texts sent to your student, please join using the correct class code and in the sign up process, please include the word 'parent' after your name (code handout/instructions given to your student). Please give permission below for your student to sign up for Remind Texts.

_____ YES, my student MAY sign up for Remind.com texts from Mrs. Osborn.