

# Advanced Placement: Modern World History Syllabus

Teacher: Ms. McMurrey

Contact: [awomackmcmurrey@bisdtx.org](mailto:awomackmcmurrey@bisdtx.org)

CCHS Room: C205

Google Classroom Code:

AP Collegeboard Class Code:

## Vocabulary to Know

Term	Definition	Tools to Support You
course	a series of classes on a subject created by an instructor that follows specific criteria and guidelines to support learning on that subject	assignments, readings on the subject, lectures, video
skill		
content		
college credit		
MAY		
time management		
teacher communication		
due date		
deadline		
responsibility		
collaborative study group (CSG)		
maturity		

## Course Overview

The purpose of the AP Modern World History (APWH) course is to introduce students to the different systems that shape human experiences and understandings. Students study the past using historical sources to analyze the social, cultural, political, economic, environmental, and technological patterns of human beings.

### HISTORICAL UNDERSTANDINGS

The AP World History course identifies three "big truths" that are the backbone of your learning throughout the year. These can be described as

**Truth #1:** Humans create economic, cultural, and political patterns.

**Truth #2:** There is a symbiotic relationship between humans and their environments.

**Truth #3:** Human innovation stems from diversity.

Unit Topic	Details
Thinking Historically about Humankind (Neolithic - 1200)	Begin learning the language of history, the discipline-specific terminology used in the course, and skills you will need to be successful. You will learn how historians apply concepts and themes in order to describe and better understand real-world situations and patterns. A major focus is helping you to read, interpret, and analyze thematic questions and other historical forms of data.
Foundations of Globalization (1200-1450)	Learn about the beginnings of global connection. Examine the critical role of economic exchange leading to cultural interchange, conflict, and innovation. Explore the conditions and consequences of major trade networks from around the world.
Creating, Maintaining, and Changing Human Empires (1450-1750)	You will learn about how empires were attained, sustained, and felled with emphasis on the expansion, administration, and belief systems of various land-based empires. Regional comparison and modern-day comparisons are a major focus of this unit.
Transoceanic Interconnections (1450-1750)	Learn about the causes and consequences of expanding land-based empires, the economic forces that propelled exploration, exploitation, and colonization of natural resources, populations, and the establishment of maritime empires.

	Understand the increasing role of state and national power over global exchanges.
Conditions for Revolution (1750-1900)	You will learn about the environmental, political, cultural, and economic conditions required to incite, create, and sustain revolution in different regions of the world. This unit addresses the existing and changing role of government, economic developments, and reactions to a changing global economy.
Consequences of Industrialization (1750-1900)	Learn how nationalism and rationales for state expansion are revisited. Understand how changing technologies impact regional and global economies and cultures. The impacts of imperialism and the causes and effects of migration are of particular emphasis.
Global Conflict (1900-present)	Learn how industrialization and globalization have shaped and are shaping economic and cultural developments and tensions between regions of the world. This unit addresses the conditions that brought WWI, WWII, and mass atrocities and genocide of the contemporary period.
Decolonization & Modern Globalization (1900-present)	Explore the impacts of globalized culture and economy. Learn about the social and political shift of regions' desires for independence from colonial histories and how populations come to terms with major shifts in socio-political ideologies. Globalized institutions are addressed and the resistance to globalization is reviewed.

### Historical Thinking Skills

1. Identify and explain the conditions, characteristics, and traits of a historical concept, development, or process using specific historical evidence.
2. Identify the point of view, purpose, historical situation, or audience of a historical source and describe its significance and limitations.
3. Identify what historical sources are trying to prove by comparing at least two sources and explaining how the evidence and context affect the argument.
4. Identify and explain the context of historical events, developments, and processes.
5. Use comparison, causation, continuity, and change to explain patterns and connections between historical developments and processes.
6. Create a historically defensible claim using supporting evidence to explain relationships between historical events, concepts, developments, and processes.

## Instructional Approach

There is not enough time to expose you to and have you apply all concepts of the course to all places and time periods in the world. Therefore, our approach to proficiency in both the content and skills will revolve around the use of case studies - the study of specific places/examples as illustrations. In all cases, we will attempt to relate history back to home, to the local scale AND on a global scale. My approach to historical instruction relies on

Concept → Context → Case Study.

Concept	We explore the basic meaning of a historical concept, process, model, or theory.	Lecture, Class Discussion, Out-of-class readings, Independent Research
Context	We review concept, process, model, or theory in the real world across different regions and time periods. How are conditions similar or different? out? What does it "look like" in maps, photographs, charts, satellite imagery, secondary sources, etc.?	Collaborative Study Groups, Class Activities, Independent Research
Case Study	We review a very specific example of the concept, process, model, or theory. This is an examination of the topic and primary sources in an actual scenario that students use to apply and evaluate the concept.	Group/Individual Projects, Collaborative Study Groups

## Expectations

AP Modern World History is a **college-level** course available to high school students who wish to challenge themselves at a higher level. At the end of the Spring Semester students who wish to take the AP Modern World History Exam administered by the College Board MAY earn college credit depending on their score and the college or university they apply to. Therefore, this course requires more work than a regular, on-level high school course and even Pre-AP courses. Expect to work every day in class and expect out-of-class assignments that demand time and resource management, on-going student-teacher communication, and complex thinking processes. The course work is rigorous and time-consuming. The greatest expectation you can have as a student in this course is that you will be exposed to and explore the world in which we all live at a college level.

## Class Culture

Judgment, negativity, cynicism, and apathy all shut down creativity, innovation and learning - the very things that will make our class engaging and dynamic. Therefore, it is important to establish and attempt the following values and ways of being in our class:

You will...

- **behave as professionals in training**
  - Communicate regularly with your instructor
  - Hold yourself accountable for your actions or inactions
  - Use an Evidence-based worldview

- Take Academic Risks
  - Being wrong is part of learning, and risking being wrong by making your thoughts and ideas transparent will be valued and affirmed.
- Embrace Maturity on every topic, every issue, every time
  - A single-story (constructed narrative) about places or groups of people will always be too limited and promote stereotyping and implicit biases.
  - Be mindful of your personal experiences or lack of experience on topics. Additionally, be aware of the possible experiences of those around you. We all process our experiences differently and many of our experiences cannot be shown by merely looking at us.
- **speak & write in complete sentences**
- **speak, listen, write, and read in small groups & class activities**
  - Making fun of any student's response, comment or answer during class discussion goes counter to our classroom culture and will be addressed as undesirable behavior.
- **research and read resources independently**
- **maintain & revise notebooks/binders for content and organization**
- **practice & revise exam responses**
  - There cannot be growth without feedback. Feedback on your work or answers should be viewed as an opportunity to try again with more information and is never a judgment of your intelligence or worth as a student. Feedback will always be constructive and aimed at helping you improve so you will be expected to incorporate that feedback in your revisions.

## Evaluation and Assessments AKA Grades

40% Daily Grades*	Ex. Outlines, Class Activities, Multiple Choice Revisions, Weekly Q&A Sheets, Check-ins, etc.
60% Major Grades	Ex. Hearings, 1-pagers, Exam Practice Questions, Projects, Quizzes, Unit Practice Packets, etc.

\*Successful students prepare, practice, review, & revise their work regularly.

## Extra Credit

There are Extra Credit opportunities available in this class. It is up to the teacher's discretion regarding points awarded for extra credit work. Understand that extra credit is **ONLY AVAILABLE after you have completed all of the regularly assigned work.**

## Required Materials

- 3 ring binder for reading materials (packets) or Google Drive Folder
- Writing utensil (pen, pencil)
- Notebook
- Google Classroom Access
- AP College Board Access (use school email and password) @ College Board Account needed:  
<https://apstudents.collegeboard.org/>

*Chromebooks:* Classwork often requires the use of a Chromebook which is available in C205. Students are assigned a number and are responsible for the care and wellbeing of their equipment. Damage to the Chromebook will be the responsibility of that student.

### **Submitting Work**

Assignments are NOT BUSYWORK. Rather, every assignment is an assessment of your current or past knowledge and skill set. Your performance provides the teacher with data of where you are with the necessary content and skills expected of a college-level course and that appear on the College Board Exam. Submitting your work ON TIME and in the CORRECT LOCATION is your responsibility. Communicate with the teacher via email or in-person if you are struggling so that a plan can be made.

- 1) Electronic Assignments - Upload onto Google Classroom under the CORRECT ASSIGNMENT portal.
- 2) Handwritten Assignments - Place your NAME, PERIOD and DATE you TURNED IN your work. Place your work in the TURN-IN bucket next to the teacher's desk.

### **Late Assignment Policy**

Each grading period is approximately 6 weeks long. Every assignment has an ASSIGNED day, a DUE DATE, and a DEADLINE.

- 1) **Day Assigned** - student is given written and/or verbal notice of an assignment. It is YOUR responsibility to record and keep track of your assignments. Communicate with the teacher if you are uncertain, confused, or need clarification.
- 2) **Due Date** - the allotted time frame for work on the assignment has passed and the student is expected to submit their work to the teacher for evaluation. If student work is not properly turned-in by this date, then a ZERO is placed in the grade book for that assessment.
- 3) **Deadline** - assignments that were not properly turned in by the DUE DATE are late assignments. Late assignments of work assigned in the first half of the grading period may be turned in for credit by the Wednesday when Progress Reports are due. Late assignments of work assigned in the second half of the grading period may be turned in for credit by the Wednesday when Grade Reports are due. Work submitted after the deadlines WILL NOT be graded and a ZERO will remain in the grade book.

**A LETTER OF RESPONSIBILITY must accompany each late assignment.**

**\*\***This late policy uses the provided teacher discretion per the handbook. It is generally more lenient than other late work policies.

**\*\*\***Student work submitted ON TIME is given priority over late work. If you are involved in extracurriculars do NOT expect your late work to be evaluated and graded by club or sports deadlines.

### **Plagiarism**

Plagiarism is unacceptable behavior for a college-level class. Students caught copying information from any source (internet web sites, textbooks, **classmates**, etc.) on ANY ASSIGNMENT other than your notes will be given a zero and a chance to redo the assignment for up to a 70. Parents will be notified. A second offense carries an automatic 0.

## Tutorials

Tutorials are an important aspect of a college-level course. They are a time to ask questions, check your work, and/or get one-on-one instruction from the person you designed the lessons, aka your teacher. Do not let this class just *happen* to you. You must put effort into this class. With the number of students at Cedar Creek HS it is crucial to your success in this class to meet with the teacher to discuss struggling areas, check-in, and make a plan.

### Teacher Availability (Subject to Change)

To Be Determined: Please Check Google Classroom

## Cell Phone & Personal Device Policy

Cellphones, tablets, personal laptops, Ipods, Ipads, Apple Watches, smartwatches, headphones, earbuds, AirPods, and all other similar electronic devices and accessories are NOT ALLOWED and NOT TO BE CHECKED in this workspace. Credible studies show that students who do not have their devices on them during instructional time are more successful. There is an opportunity at the start of each class to put devices in a safe designated zone called "Device DayCare." Devices remain in that zone till the end of class. Devices will be confiscated and students will be held accountable for their choices regarding any violations of this rule. Therefore, the expectation is for students to put their cellphones in "device daycare" on their way into the classroom in their assigned cell phone number slot. Cell phones **MUST NOT** be visible or in use during instruction without **EXPLICIT PERMISSION**. You will receive **ONE WARNING** to put the phone away. After one warning, the teacher will confiscate the device for the class period. Repeated violations will result in a referral.

## STUDENTS & PARENTS - Please Read Together -

### Communication is important.

- Please encourage and support **communication between the student and the teacher FIRST**. If the issue is not resolved after the student-teacher discussion/email, then please contact me directly. By requiring and helping your child in communicating directly with me first supports your child's development in communicating their needs as young adults, supports greater accountability and investment in their education, and tends to resolve issues more quickly.

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I, \_\_\_\_\_, understand that this course is designed for students to practice college-level skills and content analysis. I agree to behave in a manner that demonstrates respect for myself, my classmates, the teacher, and our shared workspace whether in-class or virtually. I am committed to expanding my knowledge of the world through the study of human geography and will communicate my learning needs throughout the course.

# Supply List

## Required

- 3 ring binder for physical reading materials (packets) or Google Drive Folder
- Writing utensil (pen, pencil)
- Highlighters (at least 1 color)
- Notebook (spiral, loose-leaf, or composition)

## Optional

- Tape or Glue Stick
- Sticky Notes
- Binder Divider Tabs
- White Printer Paper
- Color Pencils or Markers
- Ruler

## Optional Digital Supports

- Google Chrome
- Google Drive
- Google Docs
- Google Sheets
- Read&Write Extension
- ReadMate Extension
- Natural Reader Extension
- Grammarly Extension
- Kami PDF Extension
- Adobe Acrobat
- Webpaint Extension