**Teacher: Mr. Jimenez Email:** [**trjimenez@bisdtx.org**](mailto:trjimenez@bisdtx.org)

**Room: 209 Phone: 512-772-7200**

**Conference: Tutorials: M-F 8:00-8:30, 4:10-4:30**

**AP World History Modern**

**Syllabus**

Overview

The AP World History: Modern course is designed to provide students with a learning experience equivalent to that of an introductory [college course](https://apcentral.collegeboard.org/courses/ap-world-history/course-audit) in world history. The purpose of the AP World History: Modern course is to understand the evolution of global processes and contacts, in interaction with different types of human societies. The course will highlight the nature of changes and continuities over time and their causes and consequences, as well as comparisons among major societies. Students develop analytic skills through exposure to historical documents, visual and statistical evidence, and conflicting interpretations.

**AP World History: Modern curricular requirements:**

* The students and teacher have access to a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.
* The course provides opportunities to deepen student understanding of the required content outlined in each of the units described in the course and exam description.
* The course provides opportunities to deepen student understanding of the course themes.
* The course provides opportunities for students to develop the historical thinking skills:
  + Skill 1: Developments and Processes
  + Skill 2: Sourcing and Situation
  + Skill 3: Claims and Evidence in Sources
  + Skill 4: Contextualization
  + Skill 5: Making Connections (through the application of the 3 historical reasoning processes—comparison, causation, continuity and change)
  + Skill 6: Argumentation (using historical reasoning processes)

AP World History Modern Themes

THEME 1: HUMANS AND THE ENVIRONMENT (ENV) The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI) The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV) A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN) As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO) The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC) Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences

**Makeup Work**

Students are expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Allotted time for students to turn in assignments following absences is equal to one day for each day of absences plus one additional day. For example, if a student is absent for 3 days, the student has 4 days (3 + 1 days) to submit assignments. It is the students responsibility to make the necessary arrangements.

**Retesting**

The 3 day re-testing window for students who have failed an assignment or an assessment will begin when the graded assignment or assessment is returned to the student.

**Late work**

Late work will be penalized 10 points a day for the first 3 days. If the work is 3 days late, the maximum a student can earn is a 70. Late work must be complete and must satisfy all parts of the assignment. After 3 days, the teacher will determine the penalty.

**Materials:**

AP World History Notebook ( 3 Ring Binder), Dividers, Paper, Pens, Pencils, Spiral

Textbook: Strayer, Robert; The *Ways of the World: A Global History.* Bedford/St. Martin’s, Boston, MA. 2014

Other reading and information sources:

* Sterns*,* 2007. *World Civilizations: The* *Global Experience*, fifth edition, Pearson
* Bentley, Jerry and Herbert Zieglar, Traditions *and Encounters: a Global Perspective on the Past.* McGraw-Hill. 2007
* Christian, David, *This Fleeting World, A Short History of Humanity.* Berkshire Publishing Group, 2007
* Pomeranz, Kenneth, *The World that Trade Created,* M.E. Sharpe, 2000
* Sterns, Peter, *World History in Documents: a Comparative Reader,* New York University Press; 2008, Part 1 and 2
* Riley, Kevin, *Worlds of History; A Comparative Reader,* Bedford/St. Martin, Boston, MA, 2009
* Sherman, David, Grunfeld, Tom, *World Civilization, Sources, Images, and Interpretations, Vol.1&2,* McGraw Hill, Boston, MA. 2006
* Strayer, Robert; The *Ways of the World: A Global History.* Bedford/St. Martin’s, Boston, MA. 2008
* Bulliet, Richard, *The Earth and Its Peoples, A Global History,* Houghton Mifflin Company, Boston, MA, 2008

**Grading:** Grading for this course will be consistent with the school handbook allocating 60% of the grade for Major Grades (Projects, Exams, Essays) and 40% for Daily Grades (Notes, Notebooks, Maps, Charts, Graded Discussions, Homework). The structure of each exam will conform to the standard AP format and will be graded accordingly. Late work will comply with the district policy.

\*Extra Credit: Once each semester there may be an opportunity for extra credit. It is the responsibility of the student to discuss this opportunity with the teacher during tutorials.

**Classroom Expectations**

-Treat others with courtesy and respect. The nature of the course lends itself to discussion. In order to promote healthy discourse, it is expected that everyone treat each other in a positive manner. It is not enough to have an opinion. You must support your views with textual evidence.

-No talking while others are speaking.

-Blurting out answers to questions is discouraged. Please raise your hand and wait to be called on.

-Be kind, Be on time, Be prepared, Be present. Be positive.

-Cell phones need to be put away, unless we are in research mode.

-Start warm up every day upon entering class.

-No complaining. Please understand, this is an AP course that will be challenging and rigorous. You should expect nothing less. Expect and prepare for a busy workload.

**Online Expectations**

* All communication in Google Classroom, in virtual discussions (Zoom), and in discussion boards should be school appropriate.
* All submitted work should represent your own historic voice, not that of another student, textbook, or online source. Avoid plagiarism.
* I will use a plagiarism detection resource.

**WORLD HISTORY NOTEBOOKS & NOTECARDS:** Students will also use a 1 inch 3 ring binders to create a “WORLD HISTORY NOTEBOOK” in which students will perform daily work, take notes, and create a resource for studying for tests. These notebooks will have random checks for completion and accuracy so that points may be awarded for creating this study tool. Students will be responsible for doing all assignments in creating their notebooks. I will also make use of 3x5 notecards to have students write short paragraphs and answer essential questions. Exit cards for a grade.

**Tips for Success in mastering the course and stress management.**

1. **Complete and turn in all assignments**. This course requires you to be accountable for knowledge. Whether it is in written form, discussion, or multiple choice, you will need to be prepared to convey what you have learned each and every class. Completing assignments will provide you with the essential knowledge to be successful.
2. **Be organized**. Your notebook should reflect our study of each historical period and location. This will serve as a review for unit tests, and more importantly the AP exam.
3. **Master the writing styles**. You will learn different essay writing styles in this course. It is essential that you practice them in order to master them. Please attend tutorials if you are having difficulty.
4. **Tutorials**. I am available throughout the week before and after school. Don’t hesitate to seek help. We are in this together.
5. **Study groups**. While the AP test is an individual endeavor, studying for it should not be. Prior to each exam and essay, you will work in a study group to compare notes, discuss themes, essay styles, and essential questions.

**The AP World History Exam**

**Exam Description**

The AP World History Exam is 3 hours and 15 minutes long and includes both a 1 hour and 45 minute multiple-choice/short-answer section and a 1 hour and 30 minute free- response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Percentage of total exam score

I Part A: Multiple-choice questions number of Questions timing 55 questions 55 minutes 40%

Part B: Short- answer questions

4 questions 50 minutes 20%

II Part A: Document-based question 1 question 55 minutes

(includes a reading period with a suggested time of 15 minutes)25%

Part B: Long essay question

1 question (chosen from a pair) 35 minutes 15%

**Time management**

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

**Units Chronological Period\* Exam Weighting**

**Unit 1: The Global Tapestry c. 1200 to c. 1450 8–10%**

**Unit 2: Networks of Exchange c. 1200 to c. 1450 8–10%**

**Unit 3: Land-Based Empires c. 1450 to c. 1750 12-15%**

**Unit 4: Transoceanic Interconnections c. 1450 to c. 1750 12-15%**

**Unit 5: Revolutions c. 1750 to 1900 12-15%**

**Unit 6: Consequences of Industrialization c. 1750 to 1900 12-15%**

**Unit 7: Global Conflict 8–10%**

**Unit 8: Cold War and Decolonization c. 1900 to the present 8–10%**

**Unit 9: Globalization 8–10%**

**\*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.**

**ACADEMIC EMPHASIS, NOT IDEOLOGICAL OR DEVOTIONAL**: Throughout the course we will study political, economic, religious, intellectual, and social structures in world history. Our objective is to gain insight into the people and cultures that have shaped regions across the globe. Topics covered in this course are meant to achieve an academic understanding of world history, not to promote or disparage a specific political ideology or religious viewpoint. Due to the fact that history can be “mean”, and, therefore, controversial, it is important for us to maintain a scholarly approach.

Google Classroom:

1st Period- <https://classroom.google.com/u/0/c/MTIzNDMyMDQ0ODQ5> Code: vx6hlsy

6th Period- <https://classroom.google.com/u/0/c/MTIzNDMyMDQ0ODkw> Code: 2tjwgii

7th Period- <https://classroom.google.com/u/0/c/MTIzNDMyMDQ0OTk4> Code: 3c2cb7b

Website: <https://sites.google.com/a/bisdtx.org/trjimenez/home>

I understand the expectations of this course as outlined in this course syllabus.

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_