

I. COURSE DESCRIPTION:

Advanced Placement World History is a challenging year-long course that is structured around 5 themes woven into 19 key concepts covering 6 distinct chronological periods. AP World History is equivalent to an introductory college survey course.

The primary purpose of this course is to prepare students to take the College Board AP World History Exam in May, while earning the required high school credit.

This course will meet the graduation requirement for: World History

II. COURSE GOALS & OBJECTIVES:

- Students should be able to construct meaningful interpretations through sophisticated analysis of disparate, relevant historical evidence.
- Students should be able to evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
- Students should be able to consistently analyze such features of historical evidence as audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered.
- Students should be able to make supportable inferences and draw appropriate conclusions, placing the evidence in its context.
- Students should be able to assess historical possibility, for example, by distinguishing among coincidence, causation, and correlation, as well as critiquing standard interpretations of cause and effect.
- Students should be able to analyze and evaluate historical patterns of continuity and change over time, making connections to course themes and global processes.
- Students should be able to analyze and assess competing models of periodization, possibly constructing plausible alternate examples of periodization.
- Students should be able to compare related historical developments and processes across place, time, and/or different societies (or within one society), explaining and evaluating multiple and differing perspectives on a given historical phenomenon.
- Students should be able to evaluate ways in which historical phenomena or processes relate to broader regional, national, or global processes.
- Students should be able to critique diverse historical interpretations, recognizing the constructed nature of historical interpretation, how the historians' points of view influence their interpretations, and how models of historical interpretation change over time.
- Students should be able to create a persuasive understanding of the past by applying many of the other historical thinking skills.
- Students should be able to draw appropriately on ideas from different fields of inquiry or disciplines and creatively fuse disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works.

III. Information Sources/Textbooks:

Primary textbook: Bulliet, Richard, et al., *The Earth and Its Peoples: A Global History*, 3rd edition, Houghton Mifflin Company, 2005

Internet Resources: From Cengage Learning
http://college.cengage.com/history/world/bulliet/earth_peoples/3e/students/index.html

IV. SPECIAL COURSE REQUIREMENTS & MATERIALS:

Internet Access, Black Ink Pens

V. GRADING:

1. COUNTY GRADING POLICY:

The high school grading system for Leon County Schools is as follows:

Letter	Percentage	GPA Points
A	90-100	5
B	80-89	4
C	70-79	3
D	60-69	1
F	0-59	0

2. TEACHER GRADING POLICY:

The grade will be calculated using the following assignments as weighted. The percentage will then convert to a letter grade using the standard LCS scale. The assignments that will be used are;

1. Period tests (70%); 57 multiple choice questions; at the conclusion of each periodization unit; 45 minute time limit; wrong answers can be redone for half credit
2. Chapter tests (10%); ±31 multiple choice questions; taken online by period test; results emailed to teacher
3. Internet Activities (15%); 1 per chapter, due by period test

The AP exam is a separate and independent score from the class. How well you do on the AP exam has no bearing on your grade for high school credit. The AP World History Exam is 3 hours and 5 minutes long and includes both a 55-minute 70 question multiple-choice section and a 130-minute free-response section. The free-response section has 3 questions: 1 document based question, 1 continuity and change question and 1 comparison question. Each section counts for half of the overall score.

Plagiarism is defined as the false presentation of another's writing or work as one's own. Do NOT commit this offense in this class. Plagiarism will result in a "0" on the given assignment, with the inability to re-do the assignment for credit. In addition a parent or guardian will be contacted. Depending on the severity of the offense, or in cases of repeat offenses, the school administration will be contacted and informed and serious penalties will follow.

VI. CLASSROOM MANAGEMENT:

- Show respect for yourself , others and the things you interact with
- Think before you act
- Expect to be held responsible
- Accept responsibility for your actions
- Stay in your seats until dismissed.
- Must have agenda book to leave the room.

Offense	Consequence	Affect on Privileges
Informal infraction	1 st offense: warning/ student teacher conference 2 nd offense: lunch detention and parent/guardian phone call 3 rd offense: referral and parent/ teacher conference	More than 2 Informal infractions may result in a loss of privileges
Formal Infraction	Referral and/or Parent Teacher Conference	Immediate loss of privileges for nine weeks

VII. COURSE OUTLINE:

There are five themes that connect the key concepts throughout the course:

S	Social	Development and transformation of social structures	Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes
P	Political	State-building, expansion, and conflict	Political structures and forms of governance, Empires, Nations and nationalism, Revolts and revolutions, Regional, trans-regional, and global structures and organizations
I	Interactions	Interaction between humans and the environment	Demography and disease, Migration, Patterns of settlement, Technology
C	Cultural	Development and interaction of cultures	Religions, philosophies, and ideologies, Science and technology, The arts and architecture
E	Economic	Creation, expansion, and interaction of economic systems	Agricultural and pastoral production, Trade and commerce, Labor systems, Industrialization, Capitalism and socialism

Period I: Technological and Environmental Transformations to c. 600 B.C.E. (5% of AP Exam)

MAIN FOCUS: Beginnings in History

LENGTH OF CLASS TIME FOR UNIT: 2 weeks

TEXT: Bulliet, Chapters 1-3

- Key Concept 1.1: Big Geography and the Peopling of the Earth
 - Paleolithic migrations lead to the spread of technology and culture
- Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies
 - Neolithic Revolution leads to new and more complex economic and social systems
 - Agricultural and pastoralism begins to transform human society
- Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
 - Location of early foundational civilizations
 - State development and expansion
 - Cultural development in the early civilizations

Period 2: Organization and Reorganization of Human Societies c. 600 B.C.E. to c. 600 C.E. (15%)

MAIN FOCUS: The Classical Era in World History

LENGTH OF CLASS TIME FOR UNIT: 4 weeks

TEXT: Bulliet, Chapters 4-7

- Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions
 - Codifications and further developments of existing religious traditions
 - Emergence, diffusion, and adaptation of new religious and cultural traditions
 - Belief systems affect gender roles
 - Other religious and cultural traditions continue
 - Artistic expressions show distinctive cultural developments historical evidence
- Key Concept 2.2: The Development of States and Empires
 - Imperial societies grow dramatically
 - Techniques of imperial administration
 - Social and economic dimensions of imperial societies
 - Decline, collapse, and transformation of empires (Rome, Han, Maurya)
- Key Concept 2.3: Emergence of Trans-regional Networks of Communication and Exchange
 - The geography of trans-regional networks, communication and exchange networks
 - Technologies of long-distance communication and exchange
 - Consequences of long-distance trade

Period 3: Regional and Transregional Interactions c. 600 C.E. to c. 1550 (20%)

MAIN FOCUS: A Time of Accelerating Connections

LENGTH OF CLASS TIME FOR UNIT: 6 weeks

TEXT: Bulliet, Chapters 8-15

- Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks
 - Improved transportation technologies and commercial practices and their influence on networks
 - Linguistic and environmental contexts for the movement of peoples
 - Cross-cultural exchanges fostered by networks of trade and communication
 - Continued diffusion of crops and pathogens throughout the Eastern Hemisphere
- Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions
 - Empires collapse and were reconstituted
 - Greater inter-regional contacts and conflict encourages technology and cultural transfer
- Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences
 - Increasing productive capacity in agriculture and industry
 - Changes in urban demography
 - Changes and continuities in labor systems and social structures

Period 4: Global Interactions c. 1500 to c. 1750 (20%)

MAIN FOCUS: The Early Modern World

LENGTH OF CLASS TIME FOR UNIT: 6 weeks

TEXT: Bulliet, Chapters 16-20

- Key Concept 4.1: Globalizing Networks of Communication and Exchange
 - Intensification of regional trade networks (Mediterranean, trans-Saharan, overland Eurasian, and Siberian trade routes)
 - Trans-oceanic maritime reconnaissance
 - New maritime commercial patterns
 - Technological developments enabling trans-oceanic trade
 - Environmental exchange and demographic trends: Columbian Exchange
 - Spread and reform of religion
 - Global and regional networks and the development of new forms of art and expression
- Key Concept 4.2: New Forms of Social Organization and Modes of Production
 - Labor systems and their transformations
 - Changes and continuities in social hierarchies and identities
- Key Concept 4.3: State Consolidation and Imperial Expansion
 - Techniques of state consolidation
 - Imperial expansion
 - Competition and conflict among and within States

Period 5: Industrialization and Global Integration c. 1750 to c. 1900 (20%)

MAIN FOCUS: The European Moment in World History

LENGTH OF CLASS TIME FOR UNIT: 6 weeks

TEXT: Bulliet, Chapters 21-25

- Key Concept 5.1: Industrialization and Global Capitalism
 - Industrialization
 - New patterns of global trade and production
 - Transformation of capital and finance
 - Revolutions in transportation and communication: Railroads, steamships, canals, telegraph
 - Reactions to the spread of global capitalism
 - Social transformations in industrialized societies
- Key Concept 5.2: Imperialism and Nation-State Formation
 - Imperialism and colonialism of trans-oceanic empires by industrializing powers
 - State formation and territorial expansion and contraction
 - Ideologies and imperialism

- Key Concept 5.3: Nationalism, Revolution, and Reform
 - The rise and diffusion of Enlightenment thought
 - 18th century peoples develop a sense of commonality
 - Spread of Enlightenment ideas propels reformist and revolutionary movements
 - Enlightenment ideas spark new transnational ideologies and solidarities
- Key Concept 5.4: Global Migration
 - Demography and urbanization
 - Migration and its motives
 - Consequences of and reactions to migration

Period 6: Accelerating Global Change and Realignments c. 1900 to Present (20%)

MAIN FOCUS: The most recent century

LENGTH OF CLASS TIME FOR UNIT: 6 weeks

TEXT: Bulliet, Chapters 26-33

- Key Concept 6.1: Science and the Environment
 - Rapid advances in science spread assisted by new technology
 - Humans change their relationship with the environment
 - Disease, scientific innovations, and conflict led to demographic shifts
- Key Concept 6.2: Global Conflicts and Their Consequences
 - Europe's domination gives way to new forms of political organization
 - Emerging ideologies of anti-imperialism contribute to dissolution of empires
 - Political changes accompanied by demographic and social consequences
 - Military conflicts escalate
 - Individual and groups oppose, as well as, intensify the conflict
- Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture
 - States, communities and individuals become increasingly interdependent
 - People conceptualize society and culture in new ways
 - Popular and consumer culture become global

April 30-May 2
May 3

REVIEW
AP Exam