AP World History Syllabus  
CHS Social Studies Department

Contact Information:  
Parents may contact me by phone, email, or by calling the school and scheduling an appointment.  
Mrs. Barbara Coulter  
barbara.coulter@ccsd.us
Phone Number: (740) 702-2287 ext. 16256  
Online: http://www.ccsd.us/1/Home

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow’s leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisites from Course Handbook:  
AP World History– 245
State Course # 150890  
Elective  
Weighted Grade 5.0  
Credit: 1
Prerequisites: "B" average – no grade lower than a B in ANY high school Language Arts or Social Studies course. If you do not meet the prerequisites, you must meet with the instructor and secure the instructor’s approval to successfully enroll. Students must complete and submit a written application as part of the placement process. (This application is available in the Guidance Dept. as well as the course instructor.) Once accepted into this AP course, each student will sign a written contract, signifying acceptance of course requirements and responsibilities, as well as complete an Honor Code with parents.

Advanced Placement World History (WHAP) is an elective course that will focus on preparation for the Advanced Placement exam in May. WHAP is designed to give students an overview of WORLD history, from each world region. The course begins in 8,000 BCE and concludes in the early 21st Century CE. It will focus on instruction through the development of Historical Thinking Skills and application of World History Content and Concepts: there is a focus on chronological reasoning; comparison and contextualization; crafting historical arguments from historical evidence; and historical interpretation. Each unit will build on a thematic approach with the WHAP identified themes of Interaction Between Humans and the Environment; Development and Interaction of Cultures; State-Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures. Students will be expected to make critical thinking connections between content, themes, and historical thinking skills. For an in-depth look at what the CollegeBoard considers part of this curriculum, please follow this link.

There is an emphasis on the requirements for a collegiate level course: analytical writing and survey level coverage of content, as well as primary and secondary source readings and analysis. Students are expected to complete assignments as they are given, by due dates.
assigned, in order to keep up with the rigorous pace of this advanced course. Sitting for a mock exam in April [a Saturday or Sunday] is a requirement of the course. Please refer to the Summer AP Assignment Due Dates Policy on page 20. See the CHS Website for summer work requirements.

Students are required to take and pay for the AP exam. If the student fails to take the exam, the AP fee, which is inclusive of the cost of the AP exam, will not be reimbursed, and a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student’s ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

**1st Quarter**

**Unit IA: Thinking Like an Historian and Analysis Strategies**

⇒ **Big Idea #1: I can Apply the skills of Thinking, Reading, and Writing Like an Historian**
   ✴ Essential Question #1: What are Historical Thinking (HTS) and Critical Thinking Skills (CTS) and how will we use them in this course?
   ✴ Essential Question #2: What are the AP History Disciplinary Practices and Reasoning Skills?
   ✴ Essential Question #3: What is history, how do we know about history, and where should humanity begin to tell its story?

⇒ **Big Idea #2: I can identify key components of the course requirements that will help me throughout the year.**
   ✴ Essential Question #1: What are the writing and analysis strategies that help me be successful in WHAP?
   ✴ Essential Question #2: What are the themes of WHAP?
   ✴ Essential Question #3: What are the regions of WHAP?
   ✴ Essential Question #4: What is the periodization identified for WHAP?

**Unit 1B: Technological and Environmental Transformations to c. 600 B.C.E.**

⇒ **Big Idea #1: 8,000 B.C.E. to 600 B.C.E.: I can analyze how humans have created and used Technological and Environmental Innovations; and describe how these innovations impacted the world, how humans used these sophisticated technologies to adapt to new environmental regions and geographical environments in their migrations from Africa to Eurasia, Australasia, and the Americas.**
   ✴ Essential Question #1: What does the archeological evidence of the Paleolithic Era tell historians about the migrations from human origins in East Africa to Eurasia, Australia, and the Americas?
   ✴ Essential Question #2: What tools did Humans develop and use to adapt (to) their new environments?
   ✴ Essential Question #3: What were the social structures of society in the Paleolithic Era? And what did people in these societies exchange?
Big Idea #2: I can identify why, beginning about 10,000 years ago, some human communities adopted sedentism and agriculture, while others pursued hunter-forager or pastoralist lifestyles—different pathways that had significant social and demographic ramifications.

- Essential Question #1: What were the causes and effects of sedentary lifestyles and the development of agricultural practices?
- Essential Question #2: What were the causes and effects of the Neolithic Revolution
- Essential Question #3: How did agriculture and pastoralism transform human societies?

Big Idea #3: I can identify the first urban societies and analyze their contributions to the development of the civilized world.

- Essential Question #1: What were the core, foundational civilizations of the period?
- Essential Question #2: What changes and continuities did these civilizations create?
- (Social, Political, and Economic characteristics and systems)
- Essential Question #3: Describe the changes that urbanization brought to the world. (Think Turning Point)
- Essential Question #4: What were the types of and effects of interregional exchanges?

Geographic Context

Students also need basic geographical knowledge in order to understand world history. It is imperative that students KNOW where places are located in relationship to other places on the globe. Some of the analysis questions [Free Response Questions] may rely on student's knowledge of a specific geographic region. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms. These will be referenced throughout the course: learn them early!

Map 1, AP World History: World Regions — A Big Picture View, identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History Course provides balanced geographical coverage with all five of these regions represented. [CR 1b]
major geographical regions. Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in WHAP. These maps are a reference point students. Since geographic naming conventions are not universal, these maps define regions; show the locations of regions, and the names that students will encounter on the WHAP Exam.

2nd Quarter

Unit 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

⇒ Big Idea #1: I can analyze and describe the CCOT of the impact of States and empires that increased in size and as contacts between regions intensified, how human communities transformed their religious and ideological beliefs and practices.

★ Essential Question #1: What were the causes and effects of cultural traditions that developed c. 600 B.C.E. to c. 600 C.E.?
★ Essential Question #2: What religions and practices developed c. 600 B.C.E. to c. 600 C.E.?
★ Essential Question #3: What similarities exist in religious and cultural traditions that developed c. 600 B.C.E. to c. 600 C.E.?
★ Essential Question #4: What changes/continuities existed in religion c. 600 B.C.E. to c. 600 C.E.?
★ Essential Question #5: How have belief systems influenced social structures and created new roles in society for some men and women?
★ Essential Question #6: How did other religious and cultural traditions continue (and in some places) and experience syncretism into major religious traditions?

⇒ Big Idea #2: I can Identify, Describe, and Analyze the states and empires that developed and the techniques and social structures they developed and utilized to spread their power c. 600 B.C.E. to c. 600 C.E.

★ Essential Question #1: What states/empires developed c. 600 B.C.E. to c. 600 C.E.?
★ Essential Question #2: How did these states/empires develop over time?
★ Essential Question #3: Explain how empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.
Essential Question #4: What unique social and economic dimensions developed in imperial societies in Afro–Eurasia and the Americas?

Essential Question #5: Describe the causes and effects of the (Roman, Han, Persian, Mauryan, and Gupta) empires political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

**Big Idea #3: I can Identify, Describe, and Analyze the interregional networks of communication and exchange that emerged c. 600 B.C.E. to c. 600 C.E.**

- Essential Question #1: What land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere?
- Essential Question #2: What new technologies facilitated long-distance communication and exchange.
- Essential Question #3: Identify the items traded, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens that developed across extensive networks of communication and exchange.

**Big Idea #4: I can Investigate and Analyze the interregional networks of communication and exchange that emerged c. 600 B.C.E. to c. 600 C.E.**

- Essential Question #1: How did migrations influence development and government c. 600 B.C.E. to c. 600 C.E.?
- Essential Question #2: What significant geographic features (map) developed throughout 600 B.C.E. to c. 600 C.E.?
- Essential Question #3: What are the similarities/differences between states/empires across the world c. 600 B.C.E. to c. 600 C.E.?
- Essential Question #4: What Changes and Continuities existed from c. 600 B.C.E. to c. 600 C.E.?

**Unit 3: Regional and Interregional Interactions, c 600 - 1450**

**Big Idea #1: I can Identify, Describe, and Analyze the expansion and intensification of cultural, technological, biological diffusion within and between various societies.**

- Essential Question #1: What networks of human interaction, within and across regions, contributed to cultural, technological, and biological diffusion within and between various societies?
- Essential Question #2: Identify the migrations of people that caused environmental and linguistic effects.
- Essential Question #3: Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
- Essential Question #4: Describe the continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, along the trade routes (such as bananas in Africa, new rice varieties in East Asia, and the spread of cotton, sugar, and citrus).

**Big Idea #2: I can Identify, Describe, and Analyze the state formations and developments and their demonstrated continuity, innovation, and diversity in various regions. c. 600 - 1450.**

- Essential Question #1: What empires collapsed in the different world regions; and what were the replacements (new imperial states or political systems)?
- Essential Question #2: Identify and explain the interregional contacts and conflicts between states and empires and the significant technological and cultural transfers that developed.
- Essential Question #5: How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution?
Big Idea #3: I can Identify, Describe, and Analyze the changes in trade networks that resulted from and stimulated increasing productive capacity: especially noting the implications for social and gender structures and environmental processes c. 600 - 1450

- Essential Question #1: What innovations stimulated agricultural and industrial production in many regions?
- Essential Question #2: What cities declined and what cities grew (through urbanization) due to increased productivity and expanding networks?
- Essential Question #3: What were the continuities in social structures and changes in methods of production (labor management, effects of religious conversion on gender relations and family life)?

Big Idea #4: I can investigate and analyze the Regional and Interregional Interactions, c. 600 – 1450

- Essential Question #1: How did migrations influence development and government?
- Essential Question #2: What significant geographic features (map) developed?
- Essential Question #3: What are the similarities/differences between states/empires across the world?
- Essential Question #4: With what major issues did the states/empires deal/overcome?
- Essential Question #5: What Changes and Continuities existed from c. 600 to c. 1450?

MID-TERM EXAM

Unit 4: Global Interactions, c. 1450 – c. 1750

Big Idea #1: I can Identify, Describe, and Analyze the interconnection of the Eastern and Western Hemispheres, connected by transoceanic voyaging, transformed trade, and religion; and also the significant economic, cultural, social, and demographic impact of these interactions on the world.

- Essential Question #1: How did existing regional patterns of trade (established in the period 600 – 1450) intensify in the context of the new global circulation of goods?
- Essential Question #2: What technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic, and Asian worlds?
- Essential Question #3: What transoceanic maritime reconnaissance happened/developed in this period?
- Essential Question #4: How was the new global circulation of goods facilitated; and what new markets for goods developed and flourished across Afro-Eurasia by utilizing established commercial practices; and what Europeans developed new transoceanic shipping services and merchant practices.
- Essential Question #5: Identify the new connections between the Eastern and Western hemispheres that resulted in the Columbian Exchange and illustrate items that were exchanged and how these created change for all world regions.
- Essential Question #6: Describe the increased interactions between newly connected hemispheres and intensification of connections within hemispheres that expanded the spread and reform of existing religions and contributed to both religious conflicts and the creation of syncretic belief systems and practices.
- Essential Question #7: What were the CCOT as merchants’ profits increased and governments collected more taxes? How did funding for the visual and performing arts, create an expansion of literacy and an increased focus on innovation and scientific inquiry?
Big Idea #2: I can Identify, Describe, and Analyze new forms of agricultural labor, systems and locations of manufacturing, gender and social structures, and environmental processes.

* Essential Question #1: What were the causes and effects of the Little Ice Age?
* Essential Question #2: How did traditional peasant agriculture change, what new modes of non-voluntary labor developed, and what were the causes and effects of these practices?
* Essential Question #3: What were the changes in social stratification and how did these create restructuring in ethnic, racial, and gender hierarchies?

Big Idea #3: I can Identify, Describe, and Analyze the expansion of empires around the world, the new challenges in the incorporation of diverse populations, and the development and effective administration of new coerced labor systems.

* Essential Question #1: What new methods did rulers use to legitimize and consolidate their power?
* Essential Question #2: What were the causes and effects of Imperial expansion?
* Essential Question #3: How did competition over trade routes, state rivalries, and local resistance provide significant challenges to state consolidation and expansion?

Big Idea #4: I can investigate and analyze Global Interactions, c. 1450 – c. 1750

* Essential Question #1: How did environmental changes, economics, governments, and social developments influence global interactions?
* Essential Question #2: What significant geographic features (map) developed?
* Essential Question #3: What are the causes/effects of global interactions?
* Essential Question #4: What Changes and Continuities existed from c. 1450 to c. 1750?

Unit 5: Industrialization and Global Integration c. 1750 – 1900

Big Idea #1: I can Identify, Describe, and Analyze the process of industrialization altered the way in which goods were produced and consumed, explaining the far-reaching effects on the global economy, social relation, and culture.

* Essential Question #1: How did industrialization change production of goods?
* Essential Question #2: What patterns of global trade and production developed and integrated the global economy.
* Essential Question #3: Where and what raw materials and new markets were developed for the increase in the amount and array of goods processed/produced in the factories.
* Essential Question #4: What new investment strategies and financial institutions were developed to facilitate industrial investment and production.
* Essential Question #5: What were the major developments in transportation and communication?
* Essential Question #6: What were the causes and effects of global capitalism?
* Essential Question #7: What were the CCOT of societal organizations?
* Essential Question #8: What were the causes and effects of the restructuring of the global economy?

Big Idea #2: I can Identify, Describe, and Analyze the effects of industrialization: nations expanded their overseas empires and established new colonies and transoceanic empires.

* Essential Question #1: How did Industrialization lead to Imperialism?
* Essential Question #2: Which industrial powers established transoceanic empires and why?
* Essential Question #2: Where/Why did Imperialism spread c. 1750 - 1900?
* Essential Question #3: What Nation-States grew/shrank due to Imperialism?
* Essential Question #4: How did colonized and imperial societies resolve the emerging cultural, religious, and racial ideologies that they encountered? Explain how some of these were utilized to justify imperialism.
Big Idea #3: I can Identify, Describe, and Analyze how the 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

- Essential Question #1: Describe how the rise and diffusion of Enlightenment thought developed as men questioned the established traditions in all areas of life; illustrate how these preceded revolutions and rebellions against existing governments in this period.
- Essential Question #2: How did Nationalism develop?
- Essential Question #3: How did European’s increasing discontent with imperial rule propel reformist and revolutionary movements?
- Essential Question #4: How did European political and social thought spread globally; and create a number of rebellions stimulated by new transnational ideologies and solidarities?

Big Idea #4: I can discuss the causes and effects of the emergence of transoceanic empires and a global capitalist economy, and the demographic shifts of the period.

- Essential Question #1: What were the causes and effects of migration and how were these influenced both industrialized and unindustrialized societies?
- Essential Question #2: What were the reasons for migrations?
- Essential Question #3: Illustrate the large-scale nature of migration, especially in the 19th century, and describe the variety of consequences and reactions these produced in/to the increasingly diverse societies on the part of migrants and the existing populations.

Big Idea #5: I can investigate and analyze Industrialization and Global Integration c. 1750 – c. 1900

- Essential Question #1: How did Industrialization and Global Integration influence migrations?
- Essential Question #2: What significant geographic features (map) developed?
- Essential Question #3: What are the similarities/differences between industrialization and global integration across the world?
- Essential Question #4: What were the causes/effects of Industrialization and Global Integration?
- Essential Question #5: What Changes and Continuities existed in this era of Industrialization and Global Integrations?

4th Quarter

Unit 6: Accelerating Global Change and Realignments, c. 1900 to the present

Big Idea #1: I can identify and describe rapid advances in science and technology and analyze how these altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

- Essential Question #1: What were the causes and effects of researchers rapid advances in science that spread throughout the world, assisted by the development of new technology?
- Essential Question #2: What were the CCOT, during a period of unprecedented global population expansion, of humans fundamentally relationship with the environment?
- Essential Question #3: What were the causes and effects of disease, scientific innovations, and conflict and how did these lead to demographic shifts?

Big Idea #2: I can identify, describe, and analyze peoples and states around the world and their challenges/reactions to the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.
Essential Question #1: What are the causes/effects of European dominated global political order at the beginning of the 20th century; explain how both land-based and transoceanic empires gave way to new states by the century’s end?

Essential Question #2: What were the causes and effects of emerging ideologies of anti-imperialism?

Essential Question #3: What were the political changes of the era and their major demographic and social consequences?

Essential Question #4: Identify the causes and effects of military conflicts that occurred on an unprecedented global scale.

Essential Question #5: What groups supported these military conflicts and which groups opposed these global conflicts?

⇨ Big Idea #3: I can Identify, Describe, and Analyze the role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

Essential Question #1: What were the causes and effects of state responses to the economic challenges of the 20th century?

Essential Question #2: Identify the CCOT as states, communities, and individuals became increasingly interdependent—a process facilitated by the growth of institutions of global governance.

Essential Question #3: Identify the new concepts of governance and culture that developed throughout the 20th Century.

Essential Question #4: What were the CCOT of assumptions about race, class, gender, religion, access to education, political and professional roles.

Essential Question #5: What are the political and social CCOT of the 20th Century and how did these lead to changes in arts and literature and globalization of popular, consumer culture?

⇨ Big Idea #4: I can Investigate and Analyze Industrialization and Global Integration c. 1900 to present.

Essential Question #1: How did migrations influence development of industrialization and global integration?

Essential Question #2: What significant geographic features (map) developed?

Essential Question #3: What are the similarities/differences between states/empires across the world?

Essential Question #4: With what major issues did the states/empires deal/overcome?

Essential Question #5: What Changes and Continuities existed in the 20th Century?

Unit 7 Title: It's TIME to review

⇨ Big Idea #1: I can Analyze and use the results of a full-length WHAP exam.

Essential Question #1: What were your strengths (periodization, HTS, writing)

Essential Question #2: What were your weaknesses (periodization, HTS, writing)

Essential Question #3: What strategies have you utilized throughout the course that have worked to prepare for tests? What strategies will you use and how much time will you commit to your success?

⇨ Big Idea #2: I can Create and complete a review plan for preparation for the national exam.

Essential Question #1: In what activities are you involved over the next five weeks?

Essential Question #2: Do you learn best by yourself or through conversations to reinforce content; and can you stay on task in either situation.

Essential Question #3: What is your plan for review?
Unit 8: Post Test Project Based Instruction

⇨ Big Idea #1: I can evaluate an important era in US History.

✶ Essential Question #1: What are the important facts of the periodization that you researched?

✶ Essential Question #2: What are the Political, Economic, and Social events of the periodization and/or region that you researched?

✶ Essential Question #3: How can you present this information in a way that convinces others that it is THE MOST IMPORTANT ERA/Region in World History?

Student choices include: Decades Project, History through Hollywood, History through Literature, History through Songs or other student suggested options

END OF COURSE EXAM: May 16, 2019

PURPOSE:

The purpose of the World History Advanced Placement course [WHAP] is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The first semester of content will cover 8,000 B.C.E - 1450 C.E; and second semester will cover 1450 - the present. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. WHAP emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

WHAP offers motivated students the opportunity to immerse themselves in the processes, which have created the World, as we know it today. Both courses are designed to give you an overview (at the collegiate level this would be a “survey” course) of WORLD history, from a regional perspective through a chronological exploration.

The focus of WHAP will be global: we will spend the majority of our studies on the development of Africa, Asia, Oceania, Europe, and the Americas: we will not spend much time on European or US issues, other than to look at how the these regions fit into the rest of the world. WHAP is an opportunity for students to “do history” and learn what it means to be an historian.

Students will be introduced to the techniques and methods used by historians to analyze historical events and evidence. WHAP is an opportunity for students to “do history” and learn what it means to be a historian. Students will be introduced to the techniques and methods used by historians to analyze historical events and evidence.

You will read, and by this I mean really read the textbook and other readings to delve for answers. Discussion will be an integral part of this course. When an assignment is given, you are expected to have it completed, by the due date: this will ensure that you can participate and contribute to our discussions. Much of what we discover will not be simply found in the textbook: our textbook serves as a base only. Other readings and discovery will be necessary so that you may form the best interpretation of the documents and events.

This course uses the designation B.C.E. (Before Common Era) and C.E. (Common Era) these labels correspond to B.C.(before Christ) and A.D. (anno Domini).

Course Expectations: Students will complete all assignments on time and participate in classroom activities and discussions as prescribed by the course syllabus and as assigned by the course instructor. Students will also complete and adhere to the AP Code of Conduct throughout the year. It is better to ask for an
extension of time than to borrow a paper from a classmate to get it completed on time. THINK for yourself and complete your own work! The course pacing and content may be adjusted, as necessary. Students will adhere to the classroom teacher’s rules. My responsibilities, as your teacher, include instruction of the content and course objectives; assessment of the course content and objectives; evaluation of your work; and enforcing the rules while providing a positive learning environment.

Students are expected to adhere to the contract and work ethic of an Advanced Placement Student.

General Course Expectations:

- Successful completion of this Honors/AP course requires approximately six hours of individual study time per week: a little each day is MUCH better than a cram session!
- Homework may be assigned on holidays, long-weekends, and breaks.
- Summer work will be completed by the first day of classes in August.
  - Sitting for a mock AP exam is required [in early or mid-April]
- Completion of the Nationwide AP Exam is required in May – there is a fee for this exam.

Grading: This course utilizes percentages to calculate grades:

| Summative Assessments: End of Unit | 50% |
| ATQP (assessments, tests, quizzes, performance/project tasks, QWAP, TWEDYAO, SAQs) | 30% |
| Classwork/Homework | 20% |

Grading Scale:

- The grading scale for Chillicothe High School can be found in the student handbook: this course is evaluated as an Advanced Placement course on the grading scale (5.0). All grading categories meet the guidelines of the CCSD Board of Education.

- In the event of ANY absence, the student shall make arrangements to locate and complete all missed work. In the event of a school excused activity/absence, I expect the assignment on my desk prior to the missed day, or that class period’s assignment must be submitted immediately upon your return to school. Completion of any/all make-up work [classwork/tests] IS THE STUDENT’S RESPONSIBILITY! Make-up work must be completed within the guidelines established in your student handbook.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to one week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between one and two weeks late must at least be given the opportunity to earn 60% on that assignment.

The end of the 9 weeks/quarter is the cut off point for teachers to accept late work from students for full or partial credit, unless, due to extenuating circumstances, the teacher decides to give the student an incomplete for the quarter: if that occurs you have a maximum of two additional weeks to complete late coursework.
**Student Supplies**
[to begin the year; please replenish these as needed]

- one 1.5" notebook w/ 3-5 dividers & labels  ➞  post-it notes & highlighters
- 2 black or blue ink pens [at all times]  ➞  a box of Kleenex/Puffs [tissue]
- 24 pack of coloring pencils  ➞  loose-leaf paper
- 12 #2 pencils (mechanical or wooden)  ➞  earbuds (for your Chromebook)
- Composition Book
  ➞  Students will maintain a course notebook to better facilitate their learning experiences in the classroom. Organization is a key tool to success in high school and in this course:
  ➜  this includes keeping your digital assignments organized: label the documents so you do not end up with a multitude of “untitled documents” in your Google Drive.
  ➜  If you find a resource that is especially helpful to you, make sure you share it with the class!
  ➜  Students will check ProgressBook often: this will ensure that all assignments are completed on time and have been submitted, graded, and recorded accurately.

WHAP is a course that focuses on multiple perspectives and historical analysis, not simply about memorized facts, dates, places, and events. You MUST read, think about, question, and analyze readings and content. Knowing the what of history leads itself, in fact, to students' need to focus on understanding history from a thematic perspective: Throughout the year we will write, write, and write some more. We always try to utilize strategies in conjunction with those you learned in ELA.

Historical Thinking Skills are crucial for analysis and comprehension of history. In addition CollegeBoard has identified AP History Disciplinary Practices and AP Reasoning Skills.

**The Five Themes [CR 2]**

WHAP is about multiple perspectives and historical analysis, not about memorized facts, dates, places, and events. Knowing the WHAT of history leads itself in fact, to students' need to focus on understanding history from a thematic perspective: World History Honors and Advanced Placement highlights six overarching themes, which receive approximately equal attention throughout the course: each theme builds on the previous theme[s].

With this information, students will utilize Historical Thinking Skills to piece together global patterns over space and time, compare movements, and assess universal standards. What do these revolutions have in common or are they unique? How are they connected? What universal human needs do they meet? Historical Thinking Skills will include Cause and Effect, Comparison and Contrast, Changes/Continuities Over Time, Seeing History Through Their Eyes.

⇒ **Interactions between Humans and Environment {ENV}**
  Analysis of how the environment shaped human societies, and increasingly how human societies have affected the environment.

⇒ **Development and Interaction of Cultures {CUL}**
  Analysis of the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies: studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major societies view themselves and others. The ideas of diaspora and diffusion are central to the exploration of this theme.

⇒ **State Building, Expansion, and Conflict {SB}**
  This explores the processes by which hierarchical systems of rule were constructed and maintained, as well as the conflicts created by those processes. (e.g. kingdoms, empires, nation-
states) across time and space as well as the interactions among them.

⇒ **Creation, Expansion, and Interaction of Economic Systems (ECON)**
A focus on the patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consumed desired goods and services across time and space. The development of labor systems, ideologies, and patterns is integral to better understanding this theme.

⇒ **Development and Transformation of Social Structures (SOC)**
An analysis of relationships among/between humans: societies develop ways of grouping their members, norms/expectations for interactions, social stratification, hierarchies, and the processes through which social categories, roles, and practices were created, maintained, and transformed.

### AP History Reasoning Skills

<table>
<thead>
<tr>
<th>Skill 1: Contextualization</th>
<th>Skill 2: Comparison</th>
<th>Skill 3: Causation</th>
<th>Skill 4: Continuity and Change over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe an accurate historical context for a specific historical development or process.</td>
<td>Describe similarities and/or differences between different historical developments or processes.</td>
<td>Describe causes or effects of a specific historical development or process.</td>
<td>Describe patterns of continuity and/or change over time.</td>
</tr>
<tr>
<td>Explain how a relevant context influenced a specific historical development or process.</td>
<td>Explain relevant similarities and/or differences between specific historical developments and processes.</td>
<td>Explain the relationship between causes and effects of a specific historical development or process.</td>
<td>Explain patterns of continuity and/or change over time.</td>
</tr>
<tr>
<td>Use context to explain the relative historical significance of a specific historical development or process.</td>
<td>Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</td>
<td>Explain the relative historical significance of different causes and/or effects.</td>
<td>Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</td>
</tr>
</tbody>
</table>

WHAP will spend a great deal of time teaching writing and thinking skills: learning to think and read as historians. A necessary skill is the ability to answer stimulus based multiple-choice questions, which also requires that students think historically. Students will be asked to evaluate the relative strengths of an argument or to interpret information: Pictures, graphs, maps, and artwork will be used in class and in unit tests in an effort to help students become familiar with creating and interpreting these artifacts.

**Evaluation:** There will be an mid-year test, in January (the content and concepts of units 1 – 3) and in April, (the full course – periods 1 – 6); as well as the writing strategies/essay formats and application throughout the year.

**The Test:**
There are 55 stimulus-based multiple-choice questions that utilize excerpts, images: art, political cartoons, maps, and data are imperative for students to learn to analyze quickly and discern the important components to aid them in answering the questions posed. The DBQ will be from any of the
Periods 3 - 8. Students will have a choice between three LEQ questions and have to respond/write for one: they will be all on the same HTS and APUSH theme; but from different periodizations. Students will be asked to respond to three Short Answer Question prompt sets: the final set will include a choice between two sets of question prompts from different periodizations. Students will practice these types of responses throughout the course.

Exam Format

Section I: Part A
Multiple Choice—55 Questions | 55 Minutes | 40% of Exam Score
  - Questions appear in sets of 2 to 5.
  - Students analyze historical texts, interpretations, and evidence.
  - Primary and secondary sources, images, graphs, and maps are included

Section I: Part B
Short Answer—3 Questions | 40 Minutes | 20% of Exam Score
  - Analyze historians' interpretations, historical sources, and propositions about history.
  - Questions provide opportunities for students to demonstrate what they know best.
  - Some questions include texts, images, graphs, or maps.
  - Students will choose between two options for the final required short-answer question, each one focusing on a different time period.
    - Question 1 (required): periods 1 - 3
    - Question 2 (required): periods 4 - 6
      - Students choose between Question 3, periods 1-3, and Question 4, periods 4-6

Section II: Part A
Document Based—1 Question | 60 Minutes (includes 15-minute reading period) | 25% of Exam Score
  - Assess written, quantitative, or visual materials as historical evidence.
  - Develop an argument supported by an analysis of historical evidence.
  - Updates for 2017-18: Five minutes have been added to the time allotted for the document-based question.

Section II: Part B
Long Essay—1 Question | 40 Minutes | 15% of Exam Score
  - Explain and analyze significant issues in U.S. history.
  - Develop an argument supported by an analysis of historical evidence.
  - Updates for 2017-18: Five minutes have been added to the time allotted for the long essay. The question choices will continue to focus on the same theme and skill but will now allow students to select among three options, each focusing on a different range of time periods:
    - Option 1: Periods 1 - 2
    - Option 2: Periods 3 - 4
    - Option 3: Periods 5 - 6

If students can think historically, construct an historical argument, and analyze data within an historical viewpoint, they will be most of the way there. Remember this is a survey, overview course that briefly touches on historic events and places over the course of history across the
WHAP is divided into six units *(see the Course Description pg 43)*

*these percentages are from the CollegeBoard and indicate the amount of coverage that the Spring exam will have as its focus: it includes the SBMC, SAQ, DBQ, and LEQ questions

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Title</th>
<th>Date Range</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technological and Environmental Transformations</td>
<td>to c. 600 B.C.E.</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Organization and Reorganization of Human Societies</td>
<td>c. 600 B.C.E. to c. 600 C.E.</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Regional and Interregional Interactions</td>
<td>c. 600 C.E. to c. 1450</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Global Interactions</td>
<td>c. 1450 to c. 1750</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Industrialization and Global Integration</td>
<td>c. 1750 to c. 1900</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Accelerating Global Change and Realignments</td>
<td>c. 1900 to the Present</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Objectives Facts, Concepts, Skills:** students will be able to

- Conduct historical research
- Construct arguments for persuasive/argumentative essays
- Conduct analysis, using documents, evidence based response and Historical Thinking Skills: including Changes/Continuities Over Time, Comparison/Contrast, Cause/Effect, Periodization, and other skills.
- Identify and describe the connections of historical contextualization
- Create synthesis connections (another time, place, or region within the periodization) and
- Identify another point of view, not presented to strengthen the analysis and argument and help draw a more complete picture of the event or concepts being discussed, examined, and/or analyzed.
Utilize techniques to perform historical analysis, which may include:

- HIPPOS+ [Historical Context, Intended Audience/Inside information, POV, Purpose, Organization/Outside Information, Significance]
- PERSIA (Political, Economic, Religious, Social, Interactions, Artistic)
- PIRATES (Political, Interactions, Religious, Artistic, Technological, Economic, Social)

**Course Text and Other Resources:**


This resource contains primary source documents, photos of artifacts, maps, charts, and other important data, which students will read and analyze throughout the courses six primary units. Reading lists included on the syllabus are not all inclusive – others may be added and some may be omitted.

Google Classroom, Socrative, GetAFive, YouTube [especially the Crash Course videos], Bridging World History and Annenberg Learner [both have World History videos that we will use throughout the course], and Chromebook Apps: these are just a few resources that will assist your understanding of World History. Hopefully we will also have access to [ALBERT.io](an online content reinforcement/practice/tutorial program) Class Code: EJ4EOANA4X4Z

**Essay Writing:**

Development of writing skills in the essay categories is a crucial component of WHAP. Essay strategies will be a weekly focus. Students will practice Thesis development through agreement or refutation of To What Extent Do You Agree Or Disagree? (TWEDYAOD?) and QuickWrites focused on the unit focus topics and themes. [CR 1, 3, & 4] [individual]

When writing history essays always try to cite — Specific Historical Evidence. (SFI: Specific Factual Information)

Pull information from documents, pictures, political cartoons, key events, places, etc.

**1st Semester: Honors World History (WHH)**

Unit 1: Reading, Thinking, Writing Like an Historian & Period 8,000 BCE – 600 BCE: Chapters 1-2
Unit 2: Period 600 BCE-600 CE: Chapters 3 - 6
Unit 3: Period 600 CE – 1450 CE: Chapters 7 – 14

**2nd Semester: Advanced Placement World History (WHAP)**

Unit 4: Period 1450-1750 CE: Chapters 15 - 20
Unit 5: Period 1750 – 1900: Chapters 21 - 24
Unit 6: Period 1900 – Present: Chapters 25 - 30
Unit 7: Prepping for the National Exam

**The WHAP Exam is May 16th, 2019 AM**

Research and Extension Activities will be completed following the Exam

Throughout each unit students will be practicing their skills to develop strong writing. Each unit requires writing practice for the WHAP essays, SAQs, or portions of those types of essays. Some of the sources used for these exercises include: secondary readings, which require active reading, note taking, and analysis (four examples follow: [HIPPO + questions]
CHS TENTATIVE Course Schedule

This is an overview of what will be covered in the WHAP course at CHS during the 2018-19 school year. (This years’ tentative schedule is subject to change at my discretion and as we need to adjust pacing). Please follow course assignments on Google Classroom: make sure you are signed up for Remind! Get into the habit of checking ProgressBook to make sure you do not have any missing assignments!

- Notes are required for each chapter, one chapter per week.
- The schedule is posted on our Google Calendar

Summer Work is due September 4th on the first day of school - must be hand written in a composition book!

This Fleeting World and notes

{connect content to the Key Concepts and themes of the course.}

Video Viewing Notes: 3 episodes student choice either

First Peoples Of Origins: The Journey of Humankind

Vocabulary

1st Quarter

Week 1 - 4: Period One 8000 BCE – 600 BCE: Course Intro, WHAP full course Pre-Test; setting goals for learning; Thinking like an Historian, Writing like an Historian (HTS); BEGIN CONTENT:
Unit 1: Read/notes chapters 1 & 2 AMSCO; geography of the course, pre-history; Big Geography and the Peopling of the Earth: student reading, research, and presentation; completion of short answer discovery questions [partner/small group]; period 1 timeline, cover page, CCOT graphic organizer: Connecting the Themes – Synthesis.

Period 1 Review/Test

Week 5 - 9: Period Two: 600 BCE – 600 CE: Unit 2 Read/Notes chapters 3 – 6 AMSCO; period timeline, cover page, CCOT Graphic Organizer: Connecting the Themes – synthesis practice: Developing SAQ responses; baby steps for DBQ (strategies).

Period 2 Review/Test

2nd Quarter

Week 1 - 8: Period Three: 600 – 1450: Unit 3 Read/Notes chapters 7 -14 AMSCO; completion of short answer discovery questions [partner/small group], mapping the historic world – migrations expand; period 3 timeline; cover page; CCOT chart, writing: DBQ requirements and strategies, practice; introduction of LEQ strategies and requirements.

Period 3 Review/Test

Week 9 - First semester concludes: semester exams are January 22nd, 23rd, and 24th

Periods 1 - 3 will be tested using SBMC; World Map/Regions; SAQ; and DBQ Skills/Strategies

Week 1 - 3: Period Four 1450 - 1750: Unit 4 Read/Notes chapters 15 - 20 AMSCO mapping the historic world: completion of short answer discovery questions [individual, partner/small group], period timeline, cover page, CCOT Graphic Organizer, and Period on a page: Connecting the Themes – synthesis practice.

Period 4 Review/Test

Week 5 - 8: Period Five 1750 - 1900: Unit 5 Read/Notes chapters 21 - 24 AMSCO; period timeline; completion of short answer discovery questions [partner/small group], mapping the historic world; continue DBQ skills and strategies; full length DBQs and LEQs; cover page, CCOT graphic organizer, connecting themes – synthesis, practice.

Period 5 Review/Test

March Break - March 18 - 22

Week 9: Period Six 1900 to present: Unit 6 Read/Notes chapters 25 - 30 AMSCO period timeline; completion of short answer discovery questions [partner/small group], continue DBQ/LEQ requirements and strategies: continue writing full DBQs. Small group research/PPT/Prezi construction, cover page, CCOT: Connecting themes – synthesis.

Period 6 Review/Test
* We will try to have at least one Harkness Discussion per unit.

**4th Quarter**

**Week 1-2:** Periodization review: WHAP Exam Review Practice/Mock Exam early April: exam analysis and debrief: set up a learning/study plan to utilize outside class time for preparation.

**SPRING BREAK April 20th**

**Week 3-6:** WHAP Exam Review, WRITING, writing, and more writing…

**Week 7-9:** Performance based task determined in May.

**Course Expectations:**

Students will complete all assignments on time, participate in classroom activities, and discussions as prescribed by the course syllabus and as assigned by the course instructor. The course instructor may adjust pacing and content as necessary for students within their course. Students are expected to perform at the level of an Advanced Placement student; and to prepare for the May Advanced Placement Examination, which is a requirement of the course.

If, at any time, you are unable to complete a weekly chapter’s reading or another assignment, you MUST contact Mrs. Coulter via email to explain the extenuating situation and a proposed new time frame. As you can see by the schedule, getting behind, within a unit’s readings, will place you at a disadvantage and make you a less effective team member on your learning team. PACE yourself: do a little of the weekly reading assignments everyday, rather than planning to cram it all in on Sundays.

Students in WHAP are expected to adhere to the contract, work ethic, and honor code of an Advanced Placement Student (completed as part of the summer work introduction)

**Compliance with the CHS Honor Code and Contract.**

→ Successful completion of the AP course requires approximately seven hours of individual study time per week.

==== Stay ahead of the assignments, procrastination will make you grumpy! ====

→ Late work will be accepted and graded according to the CCSD policy for grading. [daily, homework, or major assignments].

→ Refer to the Google calendar often – stay connected: homework may be assigned on holidays, long-weekends, and breaks – you will know about this far enough in advance that you can avoid having to work over breaks IF you plan ahead.

→ Sitting for a mock exam (in April) is required – the dates will be announced early in second semester; but plan on early April – please put the dates on your family and personal calendar as soon as they are announced! When you are selecting the day on which you will take the Mock exam, make sure that you √ with your family; √ with your coach; √ with your boss

⇔ Students find that sitting for this exam is some of the best prep we complete during the month of review prior to the test.

→ Completion of the Nationwide AP Exam is required – there is a fee for this exam.

**Students will adhere to the classroom teacher’s rules that include:**

⇔ Come to class on time (be in your seat working on the Bellringer when the bell rings) and be prepared to work: BRING your textbook, notebook, paper, pencils/pens,
Chromebook, and homework to each class, unless I tell you differently.
⇒ All student rules and regulations in our student handbook will be enforced daily:
   this includes but isn’t limited to dress-code, attendance, hall passes, etc.
⇒ When you miss class, **FIND OUT WHAT WE DID! ✓ Google Classroom for updates.**
⇒ No food or soda (candy, suckers, chips, cookies, etc.) are permitted: except for those
   purchased from the Cavalier Cafe (**I will ask you to throw it away!**) 
⇒ I do allow water, and encourage you to drink it: keeping your body hydrated will help
   your brain focus and learn…. 
⇒ Profanity will not be tolerated. Act polite, mature, and respectful to all in our classroom it
   will avoid many problems! 
⇒ Listen when others are talking: talk when it is your turn. 
⇒ Students will maintain a course notebook to better facilitate their learning experiences as
   they prepare for the AP Exam in May.
⇒ Check grades, on ProgressBook/Grades often to ensure all assignments have been
   submitted, graded, and recorded accurately. (If you do not know your log - in ASK for
   assistance!)
⇒ Students enrolled in WHAP should understand that this is a collegiate level survey
   course; and we will be working DAILY toward success in May.
⇒ You should keep up with the readings: generally one chapter per week, rain or shine, extensive
   snow days of cancellations for any reason – school or holiday, the exam doesn’t wait. 
⇒ You CANNOT cheat the reading: you must know and be able to recall/use Specific Factual
   Information(SFI)! That means you need people, events, places, etc, and you must be able
   to make critical thinking connections between content, concepts, and themes!

My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the
course objectives; assessment of the course objectives; evaluation of daily work; class
participation; and effort; and providing a positive learning environment.
CHS WHAP Course Syllabus Acknowledgement Signatures

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me by Friday, September 7th. This form will be my verification that you understand what I expect of each of my students.

Student Name (please print)
Student Signature:

Parent/Guardian Name (please print):
Parent/Guardian Signature:

Email: Phone: Best time to contact:

➔ Students will complete all assignments on time and participate in classroom activities and discussions as prescribed by the course syllabus and as assigned by the course instructor. The course instructor may adjust pacing and content as necessary for students within their course.

➔ Students are expected to perform at the level of an Advanced Placement student; and to prepare for the May Advanced Placement Examination, which is a requirement of the course.

➔ Successful completion of World History AP requires approximately seven hours of weekly individual study time.

➔ Late work will be accepted and graded according to the CCSD policy for grading. [daily/homework and major assignments].

➔ Homework may be assigned on holidays, long-weekends, and breaks. FOLLOW THE CALENDAR!

➔ It is expected that you will follow CHS Building Rules at all times…many of those are included in the following set of behavior guidelines. Students will adhere to the classroom teacher’s rules that include:

➔ Come to class on time (in your seat working on the warm – up when the bell rings) and prepared to work: BRING your supplies: book, notebook, paper, pencils/pens, and homework to each class.

➔ Electronic Devices – We will utilize the Chromebooks DAILY! Take it home nightly, charge it, and bring it DAILY! Devices MAY be used during class when I assign it, so, if we are taking notes, working in small groups to research a topic, etc. When I say, you may use your personal electronic device. Otherwise – place your phone in the classroom phone caddy.

➔ On test days, PED (this includes your smartwatch) will be in the phone caddy or phone basket and backpacks will be placed at the front wall.

➔ When you miss class, find out what we did! A study partner is a GREAT idea!

➔ No food or soda (candy, suckers, chips, cookies, etc.) are permitted: except from the Cavalier Cafe

➔ I do allow water: keeping your body hydrated will help your brain focus and learn.

➔ Act polite, mature, and respectful to all in our classroom: it will avoid problems!

➔ Listen when others are talking: talk when it is your turn.

➔ Students will maintain a course notebook to better facilitate their learning experiences in the classroom. You may decide to empty it at the completion of each unit; but DO NOT THROW ANYTHING into recycling until the end of the course! Bring your course supplies DAILY!

➔ Students should check grades ProgressBook/grades often to ensure that all assignments have been submitted, graded, and recorded accurately.

➔ My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the course objectives and skills essential to being a good citizen; evaluation of daily work; assessment of the course objectives; and providing a positive learning environment.

Student Supplies [to begin the year; please replenish these as needed]

➔ one 1.5” notebook w/ 3-5 dividers w/labels
➔ 2 black or blue ink pens [at all times]
➔ 24 pack of coloring pencils
➔ 12-#2 pencils (mechanical or wooden)
➔ Composition Book
➔ post-it notes & highlighters
➔ a box of Kleenex/Puffs [tissue]
➔ loose-leaf paper: college-ruled or wide-rule
➔ earbuds for your Chromebook