# AP World History Syllabus

**Oakland Mills HS Teacher:** Niklas Berry

**Term:** 2013 – 2014 School Year

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### Course Overview

The goal of this course is to enable students to develop an understanding of global developments and interactions from 8000 BCE to present day. It is shaped according to six themes and the “habits of mind” as presented in the AP World History, Course Description Guide. For each time period, knowledge of major developments that illustrate or link the six thematic areas and of major civilizations in Africa, the Americas, Asia, and Europe is expected. By providing an engaging and rigorous course it is hoped that the students will develop the background knowledge to help them understand the complexities of their world and an appreciation for cultures other than their own. Students are strongly encouraged to take the AP World History Test and the course focuses on providing guidance and practice to ensure the student’s success in that endeavor.

### Themes

1. Impact of interaction among major societies
2. The relationship of change and continuity across the world history periods covered in this course
3. Impact of technology and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

### Habits of Mind

**All History Courses**

* + Constructing and evaluating arguments: using evidence to make plausible arguments.
  + Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
  + Developing the ability to assess issues of change and continuity over time.
  + Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

### World History

* + Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
  + Developing the ability to compare within and among societies, including comparing societies’ reactions to global processes.
  + Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

### Writing Component

Student knowledge will be frequently assessed using short answer questions, similar to those used on the AP Test. In addition, free response essays will be assigned that challenge students to deliver well thought-out constructed replies to a question or prompt that demands clarity, content and support of the student’s premise. Some of these writings will be timed in keeping with the essay component of the AP Test.

### Primary Text

Strayer, Robert W. Ways of the World: A Global History With Sources. Bedford/St. Martins. 2011

### Secondary Text (class use only)

Bentley, Jerry, Herb Ziegler. Traditions and Encounters: A Global Perspective on the Past*,* 3rd ed. New York, NY: McGraw Hill, 2006.

### Materials & Supplies

**Supplied by Student (to be brought every day):**

* + Textbook
  + 3-ring binder or World History section of a large binder
  + pen, pencil, paper

### Supplied by Parent

* + - clean, quiet work environment for your student to study in
    - access to internet (available also at public libraries and OMHS)
    - willingness to discuss historical and political issues/ideas with students

### Course Planner

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| --- |
| **Period 1: Technological and Environmental Transformations to 600 BCE** |
| **Period 2: Organization and Reorganization of Human Societies c.600 BCE - 600 CE** |
| **Period 3: Regional and Transregional Interactions (600 CE - 1450 CE)** |
| **Period 4: Global Interactions (1450 - 1750CE)** |
| **Period 5: Industrialization & Global Integration (1750 - 1900)** |
| **Period 6: Accelerating Global Change & Realignments (1900 - present)** |

Details about each period and major aspects of this course can be found here: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

### Grading Policy: General

* All submitted work must be presented neatly with title, name, date, and class period.
* Assignments that do not meet minimum expectations for formatting or content will receive credit only with teacher approval and only upon completion.

### Tests and Quizzes

* Tests missed due to an excused absence must be made up at a time designated by me, either before or after school. Make-up tests may not be identical to the original test.
* Tests missed due to unexcused absences cannot be made up.

### Late or Missing Assignments

* Late assignments will automatically lose credit, or not be accepted at all, per teacher’s discretion.
* Students with excused absences have a number of days to make up work equal to the number missed (See above). Absent work MUST be marked with the day of the absence and the day of submission for full credit.
* If a student communicates with me that they are having difficulty completing an assignment for a valid reason, I may choose to offer an extension. Note that this is only for rare or extraordinary circumstances.

### Special Accommodations

* Teacher will make every effort to know and follow all legally required accommodations for students with special needs. If accommodations are not made effectively, please let me know so changes can be made.
* Parents and students should communicate with teacher regarding all relevant issues that may (temporarily or permanently) impact student’s performance or behavior in class

### Calculating Grades

* Grades are available online through Aspen.
* Students are encouraged to discuss grades with teacher if they have questions or would like clarification about how a grade was determined.
* There will be no notice from teacher if a grade falls -- it is the student and parents responsibility to check.
* Grade Breakdown:
  + Classwork, Homework, and other assignments: 30%
  + Quizzes: 20%
  + Tests/Writing Assignments/Projects: 50%
* Grades are non-negotiable except in cases of teacher error.
* Letter grades are totaled as a percentage of total points possible. I do not round my grades up or down.

• 89.5% - 100% = A

• 79.5% - 89.4% = B

• 69.5% - 79.4% = C

• 59.5% - 69.4% = D

* Teacher will report letter grade standings at the interim and quarterly grading period, or upon request by a student or his/her parent. It is the student’s responsibility to know his or her class grade during the term.
* Teacher retains the right to assign pop quizzes in order to assure that students are completing work as assigned. Some quizzes will be graded in class with careful teacher direction.
* In general, misspelled words will not count against a grade except in formal, take-home writing assignments or when the misspelling results in an incomprehensible or incorrect answer.
* Teacher is available most days before school and after school until 2:45 if students need extra help, and longer if arrangements are made ahead of time.
* School sponsored tutoring is available after school for students who need extra help
* Extra-curricular activities, **including sports and jobs**, take second place to academic studies.

### Making Up Work

*TEACHER MAY NOT BE ABLE TO GET WORK TO YOU DURING CLASS TIME. IN ALL CASES, STUDENTS ARE RESPONSIBLE FOR COMING TO TEACHER* ***BEFORE OR AFTER SCHOOL*** *TO MAKE UP MISSING WORK. IF THERE IS A CONFLICT WITH A STUDENT’S SCHEDULE, IT IS THE STUDENT’S RESPONSIBILITY TO MAKE ARRANGEMENTS WITH TEACHER FOR GETTING WORK THE DAY HE/SHE RETURNS FROM AN ABSENCE.*

* Students submitting work from an excused absence MUST write the date of the absence at the top of the assignment or the work or it will be marked down as late (i.e. “Excused Absence June 5”)
* Makeup work will be graded at a time convenient to teacher
* In some cases, work will be posted on teacher website -- absent students can check this from home

### Behavioral Expectations:

* **Code of Conduct**—In class, students will be expected to follow the Scorpion Code of Conduct (Respect, Responsibility, and Readiness) and the school rules as outlined in the student planner at all times. Failure to do so will result in an intervention, SIR, or referral depending on the frequency or severity of the offense.
  + **Be Respectful:** listen quietly, raise hand, communicate politely, remain in seat
  + **Be Responsible:** do work on time, do your own work only, get help if you need it
  + **Be Ready:** bring pen**,** pencil, paper**,** textbook,& binder to class on time
* **Negative behaviors** in class will result in student being sent into the hallway for discussion &/or issuance of a “demerit” &/or an SIR. Parents will be called and referrals issued as necessary.
* **Late Policy**—If a student is late to class, he/she will receive a warning the first time, an SIR the second and third time, and a referral on the next offense.
* **Cut Policy**—If a student cuts a class, he/she will be referred to administration on the first offense.

### Academic Integrity (Cheating, Plagiarism) Policy:

Plagiarism is submitting someone else’s work as one’s own. It includes direct copying,

paraphrasing, and submitting improper or non-existent citations. If even one single sentence or significant phrase in a student’s paper can be found from an outside source, or if the writing style submitted is deemed to be substantially beyond the capability of the student (i.e. Ph.d level writing or ideas that the student cannot explain when asked), consequences will be assigned ranging from a 0 on the assignment to referral to administration.

I follow the Oakland Mills plagiarism policy.

### Use of Online Resources:

As part of my effort to foster 21st Century technology skills, I am increasingly using the web as a resource for students to access and use. My website can be found at historyberry.weebly.com.

It is my expectation that students will use the online resources I have provided in a responsible manner, and I seek parental assistance in facilitating this. Use of my website and carefully selected links is NOT optional.

Oakland Mills High School and all Howard County Public Libraries have free computer resources for students to access every day. If online access is ever an issue, I will only accept timely communication from a *parent* as an excuse. I WILL NOT accept a student’s word that their internet/printer etc. broke the day an assignment is due.

***RETURN THIS PORTION TO TEACHER, SIGNED***

**STUDENT NAME STUDENT SIGNATURE**

***Signature indicates that the student has read and understood the above policies***

**Parent/Guardian Name: Phone Number(s):**

**Parent/Guardian Name: Phone Number(s):**

Parent/Guardian Email Address (please write this twice for clarity)

## PARENTS, Please check and sign:

I understand that Mr. Berry uses online resources from his website and carefully

chosen outside sites to supplement his course.

yes no

## My son/daughter has regular access to the internet at home

yes no

I understand that OMHS and Howard County public libraries have free internet that my

son/daughter can use

yes no

## I understand that if internet access is ever a problem for my son/daughter I will contact Mr.

Berry by phone to let him know.

yes no

## Parent Signature:

Date:

(Thanks -- it is going to be a good year!)