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| ***I.*** | ***Course Description:*** | The purpose of the AP World History course 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 course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course 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 consistent attention to contacts among societies that form the core of world history as a field of study. *apcentral.collegeboard.com*  |
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| ***II.*** | ***Course Objectives:*** | The purpose of this course is to meet the requirements and skills necessary for the student to take and hopefully pass the National Advanced Placement World History Examination in May to receive college credit for the World History course. In that regard, our guiding principles are those laid out by the CollegeBoard®. |
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| ***III.*** | ***Classroom Expectations:*** | 1. Effort and attitude are keys to life. Maximize both.
2. Be on time. Tardiness and late work is not acceptable.
3. Communicate with the teacher.
4. Participate. Be active in the class, your group, etc. What will you contribute to this class to make it better?
5. Find your method and path to success.

**Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents.**Concerning laptop utilization:**1. Student laptops should not be hard wired to the network or have print capabilities.2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.  |
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| ***IV.*** | ***Grading Policy:*** | Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade.  |
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| ***V.*** | ***Make-up Test Policy:*** | Generally, you have one day for each day missed to turn in any missed work due to absences. However for long term due dates (take home essay, projects), you are expected to have work ready on return to school. For tests, you are expected to be prepared and ready on the day you return.  |
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| ***VI.*** | ***Text and Other Required Reading:*** | Bentley Jerry H. and Herbert F. Ziegler*. Traditions and Encounters: A*  *Global Perspective on the Past- AP 3rd Edition*. New York:  McGraw-Hill, 2006. (Cost $114.61)\*Textbook is provided by the school and will be issued on the first day of classStandage, Tom. *A History of the World in Six Glasses*. New York: Walker,  2005.\*Book is NOT provided by the school. It is the responsibility of the student to obtain this book. |
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| ***VII.*** | ***Materials and Supplies Needed:*** | 1. Blue and Black Ink Pens
2. #2 pencils
3. Notebook paper
4. 3-ring binder with pockets
5. Colored Pencils
6. One pack of computer paper
7. Any color highlighter
8. Small post-it notes
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| **18 – WEEK PLAN\*** |
| **Week 1** | Period 1-Technological and Environmental Transformations to c.600 B.C.E.***Key Concept 1.1. Big Geography and the Peopling of the Earth******Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies******Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies***Chapters 1-6: Populating the Earth, Neolithic Revolution, Pastoral versus Agrarian societies, Migrations of Peoples-Celtic, Bantu, Polynesian culture spread to Australia and Oceania, River Valley Civilizations, First Civilizations |
| **Week 2** | Period 2-Organization and Reorganization of Human Societies c. 600 B.C.E.- c. 600 C.E.***Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions******Key Concept 2.2. The Development of States and Empires******Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange***Chapters 7-9: Classical Eurasian Civilizations and Empires- Assyrian, Hellenic, Hellenistic, Persian, Mauryan/Gupta, QinChapters 10-12, 6 Classical Empires: Rome compared to Han, Connections- Mediterranean, Africa, East Asia, and Indian Ocean, African and American variations. |
| **Week 3** | Period 3- Regional and Trans-regional Interactions 600 C.E. -1450 C.E.***Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks******Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions******Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences***Chapters 13- 17: The Rise of New Religions Islam and Christianity, Caliphates, the Franks, the Vikings |
| **Week 4** | Period 3- Regional and Trans-regional Interactions 600 C.E. -1450 C.E.***Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks******Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions******Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences***Chapters 18-19: Inner and East Asia, The Mongols, Tropical Africa and AsiaChapters 20-23: Late Medieval Western Europe, Age of Exploration |
| **Week 5** | Period 4-Global Interactions 1450-1750***Key Concept 4.1. Globalizing Networks of Communication and Exchange******Key Concept 4.2. New Forms of Social Organization and Modes of Production******Key Concept 4.3. State Consolidation and Imperial Expansion***Chapters 23-26: The Atlantic System and its impacts on Europe, Africa, and the Americas |
| **Week 6** | Period 4-Global Interactions 1450-1750Chapters 23-26: The Atlantic System and its impacts on Europe, Africa, and the Americas***Key Concept 4.1. Globalizing Networks of Communication and Exchange******Key Concept 4.2. New Forms of Social Organization and Modes of Production******Key Concept 4.3. State Consolidation and Imperial Expansion***Chapter 27: Change in East AsiaChapter 28: Islamic Empires |
| **Week 7** | Period 4-Global Interactions 1450-1750***Key Concept 4.1. Globalizing Networks of Communication and Exchange******Key Concept 4.2. New Forms of Social Organization and Modes of Production******Key Concept 4.3. State Consolidation and Imperial Expansion***Chapter 27: Change in East AsiaChapter 28: Islamic Empires |
| **Week 8** | Period 4-Global Interactions 1450-1750***Key Concept 4.1. Globalizing Networks of Communication and Exchange******Key Concept 4.2. New Forms of Social Organization and Modes of Production******Key Concept 4.3. State Consolidation and Imperial Expansion***Chapter 28: Islamic Empires |
| **Week 9** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 29-30: Revolutionary Changes in Europe and Atlantic- political and Industrial revolutionsChapters 32-33: Land Empires-Japan, China, Russia, Ottoman, Early British imperialism in Africa and Asia; New Balance of Power in Europe, Nationalism, and New Imperialism- affects on Africa, Asia, Oceania and Australia, and Migrations to Americas and Impacts.  |
| **Week 10** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 29-30: Revolutionary Changes in Europe and Atlantic- political and Industrial revolutions |
| **Week 11** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 29-30: Revolutionary Changes in Europe and Atlantic- political and Industrial revolutions |
| **Week 12** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 29-30: Revolutionary Changes in Europe and Atlantic- political and Industrial revolutions |
| **Week 13** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 32-33: Land Empires-Japan, China, Russia, Ottoman, Early British imperialism in Africa and Asia; New Balance of Power in Europe, Nationalism, and New Imperialism- affects on Africa, Asia, Oceania and Australia, and Migrations to Americas and Impacts.  |
| **Week 14** | Period 5-Industrialization and Global Integration 1750-1900***Key Concept 5.1. Industrialization and Global Capitalism******Key Concept 5.2. Imperialism and Nation—State Formation******Key Concept 5.3. Nationalism, Revolution and Reform******Key Concept 5.4. Global Migration***Chapters 32-33: Land Empires-Japan, China, Russia, Ottoman, Early British imperialism in Africa and Asia; New Balance of Power in Europe, Nationalism, and New Imperialism- affects on Africa, Asia, Oceania and Australia, and Migrations to Americas and Impacts.  |
| **Week 15** | Period 6-Accelerating Global Change and Realignments 1900-present***Key Concept 6.1. Science and the Environment******Key Concept 6.2. Global Conflicts and Their Consequences******Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture***Chapter 34-37: Crisis and Collapse of the Old World Order |
| **Week 16** | Period 6-Accelerating Global Change and Realignments 1900-present***Key Concept 6.1. Science and the Environment******Key Concept 6.2. Global Conflicts and Their Consequences******Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture***Chapter 38-39: Decolonization and the Cold War, Spread of Communism and its fall |
| **Week 17** | Period 6-Accelerating Global Change and Realignments 1900-present***Key Concept 6.1. Science and the Environment******Key Concept 6.2. Global Conflicts and Their Consequences******Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture***Chapter 40: Challenges of the 21st century |
| **Week****18** | Review for Finals/Final Exam Week |
| **AP EXAM**  | **MAY 16 at 8:00 a.m.** |

\* The syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

Dear Parent/Guardian,

 I look forward to having a great year! I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your son/daughter or any aspect of the instruction. With your son/daughter, please read the attached policies, then sign and date this signature page and have your son/daughter return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Please contact me at school with any concerns.

Thank you and Go Jets!!!

Clint Woodfin

My child and I have read and discussed the classroom syllabus.

Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(w) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (h)

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