**AR Johnson Magnet School**

**Ms. Stephanie Campbell**

campbst@richmond.k12.ga.us

**ROOM 701**

**OFFICE Hours: 3:20-4:00 PM Monday-Thursday (exceptions being meetings and conferences)**

**Greetings:** Hello All,

 I am Ms. Stephanie Campbell. I have taught many of you already and am glad to see you in my class again. I hope you are ready for a fun, history-filled year because I know I am. Just a little bit about me: I have been at ARJ for 7 years and have taught all different subjects. My favorite time in World History is Tudor England but we must remember the OTTOMAN EMPIRE AND THE MONGOLS. Please read this syllabus carefully because it contains a lot of information that is pertinent to you doing well in this class.

**ADVANCED PLACEMENT WORLD HISTORY: MODERN**

Welcome to Advanced Placement (AP) World History: Modern. This information sheet is issued to you to inform you of the goals, expectations, and standards I have for you for this course. I hope to foster cooperation and understanding between you, your parent(s)/guardian(s), and me this school year so that we together can maximize your educational experience, and so that you can successfully navigate this course.

**Why study Advanced Placement World History: Modern?** In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. The best way to study our world is by studying its history. We are the way we are because of our past. Those who do not understand the past are doomed to repeat it.

The course framework includes two essential components:

**1. HISTORICAL THINKING SKILLS AND REASONING PROCESSES** The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

**2. COURSE CONTENT** The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

**CLASS ROOM MATERIALS**

Materials needed for the class **EVERY DAY** (unless otherwise noted):

* Textbook provided by ARJ AMSCO ADVANCED PLACEMENT EDITION: WORLD HISTORY MODERN
* Folder or binder that holds notes and handouts.
* Multicolored highlighters
* a Writing Utensil (i.e. pencil, and/or pen)-blue or black ink for essay writing

**Major Grades (40% of overall grade)**

 Major Grades include tests, AP written essays, and projects

 **Grade Recovery Plan:** I use a square root curve for your exam because it the most accurate. If you make below a 70 you may come and do a test analysis sheet either in the morning or after school. If you do not do well on a written assignment, you may come before or after school to redo the parts you did not do well on (based on AP rubric)

**Minor Grades (60% of overall grade)**

Minor Grades Include classwork (non AP), homework, quizzes

***Reading Homework*** will be required every night, unless otherwise stated by the teacher. The student will need to read the section(s) of the chapter and/or the chapters that the teacher has covered in the class lecture that day. You will highlight the section according to the handout I give you. We will do one in class as practice. I will check homework daily. Copying someone else’s homework or failing to turn in homework will result in a “0” for that particular grade.

***Written Homework/Progress Checks****:* Each night there will be some form of written homework from the AMSCO book. Students are to complete these and turn on assigned date. Failure to do so can lead to a failing grade in class and on the AP exam. Progress checks are assigned in AP classroom and there are multiple types from content questions to FRQs. These will be assigned at the beginning of each unit and the student has until two days before the test to complete. These show areas of weakness that both the teacher and student need to be aware of prior to testing. They are graded on completion but if you do not turn in the assignment, it will be a zero. Furthermore, not completing the assignment will result in a lower grade.

**MAKE-UP WORK/LATE WORK POLICY**

Students may make up tests and homework when they bring in an excuse that meets with the guidelines of an excused absence as stated by the Richmond County Board of Education. Tests and other work missed during an excused absence should be made up within 5 school days. It is the responsibility of the student to check on what was missed during an absence. **If a student is absent, he/she must turn in their excuse within 5 school days. Failure to do so will result in the absence becoming permanently unexcused.** In the case of an unexcused absence, students are allowed **ONLY** to make up major test and projects.

 Late work Policy: 5% per day (up to 25%) but once cumulative test has occurred, late work will no longer be taken.

Parents and students are able to access grades on Infinite Campus program. With the exception of essays and major projects, grades are generally posted within 5 school days of being taken up (or of a test/quiz being given). Parents are welcome to contact the teacher by email: campbst@richmond.k12.ga.us .

**GRADING RUBRIC**

A general grading rubric for each assignment is included with this syllabus. The teacher will use this rubric in grading each student’s assignment. The teacher reserves the right to make changes in the rubric or use another rubric when and if it becomes necessary.

## THEMES

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

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

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

***THEME 3: GOVERNANCE (GOV)*** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. ***THEME 4: ECONOMIC SYSTEMS (ECN)*** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

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

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

## AP Examination

The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

**Chronological Boundaries of the Course**

The course will have as its chronological framework the period from approximately 8000BCE to the present as listed in the periodization outline below.

**Units Chronological Period** **Exam Weighting**

Unit 1: The Global Tapestry. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 8–10%

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

Unit 3: Land-Based Empires . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12–15%

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

Unit 5: Revolutions . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12–15%

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

Unit 7: Global Conflict . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .8–10%

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

Unit 9: Globalization . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 8–10%

**Course Outline (*Items are subject to change*)**

*Fall Semester*

**Introductions to AP World History**

* Syllabus Overview
* Overview
* Period 0: Review of material not covered in AP World History Modern

**Unit 1: The Global Tapestry c. 1200 to c. 1450**

* Developments in East Asia from c. 1200 to c. 1450
* Developments in Dar al-Islam from c. 1200 to c. 1450
* Developments in South and Southeast Asia from c. 1200 to c. 1450
* State Building in the Americas
* State Building in Africa
* Developments in Europe from c. 1200 to c. 1450
* Comparison in the Period from c. 1200 to c. 1450

**Unit 2: Networks of Exchange c. 1200 to c. 1450**

* The Silk Roads
* The Mongol Empire and the Making of the Modern World
* Exchange in the Indian Ocean
* Trans-Saharan Trade Routes
* Cultural Consequences of Connectivity
* Environmental Consequences of Connectivity
* Comparison of Economic Exchange

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

* Empires Expand
* Empires: Administration
* Empires: Belief Systems
* Comparison in Land-Based Empires

**Unit 4: Transoceanic Interconnections c. 1450 to c. 1750**

* Technological Innovations from 1450 to 1750
* Exploration: Causes and Events from 1450 to 1750
* Columbian Exchange
* Maritime Empires Established
* Maritime Empires Maintained and Developed
* Internal and External Challenges to State Power from 1450 to 1750
* Changing Social Hierarchies from 1450 to 1750
* Continuity and Change from 1450 to 1750

**Unit 5: Revolutions c. 1750 to c. 1900**

* The Enlightenment
* Nationalism and Revolutions in the Period from 1750 to 1900
* Industrial Revolution Begins
* Industrialization Spreads in the Period from 1750 to 1900
* Technology of the Industrial Age
* Industrialization: Government’s Role from 1750 to 1900
* Economic Developments and Innovations in the Industrial Age
* Reactions to the Industrial Economy from 1750 to 1900
* Society and the Industrial Age
* Continuity and Change in the Industrial Age

*Spring Semester*

**Unit 6: Consequences of Industrialization c. 1750 to c. 1900**

* Rationales for Imperialism from 1750 to 1900
* State Expansion from 1750 to 1900
* Indigenous Responses to State Expansion from 1750 to 1900
* Global Economic Development from 1750 to 1900
* Economic Imperialism from 1750 to 1900
* Causes of Migration in an Interconnected World
* Effects of Migration
* Causation in the Imperial Age

**Unit 7: Global Conflict c. 1900 to the Present**

* Shifting Power After 1900
* Causes of World War I
* Conducting World War I
* The Economy in the Interwar Period
* Unresolved Tensions After World War I
* Causes of World War II
* Conducting World War II
* Mass Atrocities After 1900
* Causation in Global Conflict

**Unit 8: Cold War and Decolonization c. 1900 to the Present**

* Setting the Stage for the Cold War and Decolonization
* The Cold War
* Effects of the Cold War
* Spread of Communism After 1900
* Decolonization After 1900
* Newly Independent States
* Global Resistance to Established Order After 1900
* End of the Cold War
* Causation in the Age of the Cold War and Decolonization

**Unit 9: Globalization c. 1900 to the Present**

* Advances in Technology and Exchange After 1900
* Technological Advances and Limitations After 1900: Disease
* Technological Advances: Debates About the Environment After 1900
* Economics in the Global Age
* Calls for Reform and Responses After 1900
* Globalized Culture After 1900
* Resistance to Globalization After 1900
* Institutions Developing in a Globalized World
* Continuity and Change in a Globalized World

**\*At the end of the semester we will have a cumulative test to review all information covered up until that point. This exercise will be done to assist the student in continued preparation for the AP World History: Modern Examination. The test date would be revealed once scheduled by the teacher.**

**DISCIPLINE IN THE CLASSROOM**

The rule for classroom discipline is simple: Work hard, study hard, do the right thing. If the student does not do the things, the student will be disciplined in an appropriate manner as determined by Richmond County Board of Education policy in place at Johnson Magnet School, as well as the teacher’s own rules and regulations.

Again, I am pleased to have you in my class and look forward to our school year. I believe we will have a productive school year if we all work hard toward our goals. I will attempt to make myself available to all of you anytime that you need me.

Thank you,

Stephanie Campbell

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received, read, and understand the contents of the syllabus for Ms. Campbell’s Advanced Placement World History: Modern course.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEST ESSAY/HOMEWORK ESSAY/PROJECTS GRADING RUBRIC**

**FOR**

**ADVANCED PLACEMENT WORLD HISTORY: MODERN**

**Ms. Campbell**

**Johnson Magnet School**

*SCORING DESCRIPTION*

* 1. Contains a well-developed thesis focused on the question which guides the

 development of the essay throughout.

Presents an effective analysis and explanation and demonstrates understanding of the complexity of the topic.

 Effectively uses all or a substantial number of outside source material and

 and interprets them correctly.

 Supports thesis with substantial and relevant outside information.

 May contain insignificant errors that do not hinder argument or organization.

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**89-79** Contains a consistent, well-developed thesis which addresses the question.

Clear explanation of the differences or similarities of the topic of the issue; some imbalance is acceptable.

 Effectively uses some outside source material or uses detail to support

 interpretation; uses many accurate details from the time period and interprets

 them correctly.

 Includes insignificant outside information.

 Errors do not interfere with the comprehension.

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**78-70** Presents a limited, confused, or poorly developed thesis; weak organization and

 writing.

Describes differences or similarities in a general or simplistic manner, may cover only part of the topic.

Ineffective use of outside source material—briefly cites or quotes outside material in a “laundry list” presentation of information; interprets outside material incorrectly.

 Contains little outside information that is not relevant or is inaccurate.

 May contain major errors.

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**69-BELOW** Contains no thesis or a thesis that does not address the topic

 Exhibits inadequate or inaccurate understanding of the question.

 Contains little or no understanding of outside source material or ignores them

 completely.

 Contains inappropriate or no outside information.

 Includes numerous errors both major and minor.

 *The assignment was not submitted to the teacher in a timely manner*.

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**0** PLAGIARISM, CHEATING OF ANY FORM ON THE ASSIGNMENT