

FRIDAY HARBOR HIGH SCHOOL
SCHOOL YEAR 2024-2025

MS. CALDWELL

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AP Classroom Join Code:

Course Description

“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.” (CollegeBoard, 2020)

To assess your knowledge of each part of each unit in AP World and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Free Response Questions, Standard Content-based Multiple-Choice Questions, and Stimulus-based Multiple Choice Questions.

A main objective of this course is to prepare the student for the AP national exam administered on **May 8th, 2025 @ 12pm** by the College Board. The breadth and content of the curriculum for this course matches that of the College Board’s exam. Students are responsible for registering for this exam on time and for paying the College Board’s fee (about \$95). Fee reduction and scholarship funds may be available to students with financial hardship. For more information on the College Board’s Advanced Placement program, visit their website at www.collegeboard.com and click on ‘AP.’

Content and Themes

The AP World History course is divided into seven units:

Unit 1: The Global Tapestry (c. 1200 - c. 1450)

Unit 2: Networks of Exchange (c. 1200 - c. 1450)

Unit 3: Land-Based Empires (c. 1450 - c. 1750)

Unit 4: Transoceanic Interconnections (c. 1450 - c. 1750)

Unit 5: Revolutions (c. 1750 - c. 1900)

Unit 6: Consequences of Industrialization (c. 1750 - c. 1900)

Unit 7: Global Conflict (c. 1900 - present)

Unit 8: Cold War and Decolonization (c. 1900 - present)

Unit 9: Globalization (c. 1900 - present)

A detailed description of each period is provided at the end of this syllabus. Rather than simply memorizing chronologies and information, students will be taught to analyze, in writing and discussion, the processes and causes affecting the stream of continuity and change during each unit, utilizing the techniques and resources of a professional historian and geographer. During each unit, we will jump across various geographic regions of the world and explore six major themes (InSPECT) which will be

addressed throughout the course:

- *Interactions with Environment*
- *Societal changes and patterns*
- *Political patterns*
- *Economic patterns*
- *Cultural continuities and changes*
- *Technological changes*

Class Policies and Procedures

Required Materials. All materials are expected to be with you every day. These materials are the tools you will need to learn and engage with the material:

1. Chromebook with charger
2. Notebook for this class only. This cannot be a section in a notebook or loose paper. Spiral ring or composition notebook **only**.
3. A folder, binder or section in your binder to keep handouts for this class.
4. Highlighters (at least 4 different colors)

Required Books:

The main text from the textbook (*AMSCO AP World History, 2020*) will need to be purchased from Amazon.com or other book sellers before **September 13th, 2024**.

All other supplemental reading materials will be **provided** by Ms. Caldwell throughout the year. The following materials will be used, but are not limited to the following:

- Articles from The New York Times, The Wall Street Journal, The Economist, National Geographic, Vox, Vice, and The Atlantic Monthly
- Rand McNally Desk Atlas, 2016
- Supplemental readings shall include but not be limited to selections from the writings of Wallenstein, Mumford, Braudel, Friedman, Marx, Engels, Krugman, McNeil, and Pacey

Grading and Classroom Policies

Summative - 50%	Formative - 40%	Participation - 10%
<ul style="list-style-type: none">- Exams- Projects - <i>Sometimes projects are collaborative, in those cases, students receive a grade as a group and as an individual</i>- Essays- Quizzes	<ul style="list-style-type: none">- Homework- Classwork	<ul style="list-style-type: none">- <u>Active Participation</u> includes answering questions in class, discussion, collaboration with peers- <u>Passive participation</u> includes engaged listening (aka not falling asleep or distracted by work that is not for class), cleaning up after oneself- <u>Present participation</u> includes being in class, on time, and having all class materials ready for use (this includes having your Chromebook charged!)

Homework:

Homework should be expected 2-3 times a week, including over weekends. The College Board estimates that the average successful AP World History student will spend about **two to three hours per week on homework for this course**. Most often, this homework will involve reading, watching a lecture, or a worksheet paired with note-taking. Readings will average from 5 to 10 pages per week. Students are required to take notes and annotate all reading assignments. The assigned reading and associated notes must be completed on the due date of which they are assigned - before class begins. Often, we go over homework in class where the student is allowed to change their responses before a final submission at 11:59pm - this does not excuse the student from not having work done before class begins. You will not be able to engage in class, if you don't complete the homework BEFORE coming to class. It is critical that students utilize good self-discipline and time management techniques. Readings from other sources will also be provided and assigned in class as needed. In addition to the assigned reading, students should expect weekly writing assignments that reflect the style and format of free response writings required on the AP national exam. Lastly, there may be time when students can work on homework in class, but this is not guaranteed.

Exams & Quizzes:

Quizzes will be given throughout or at the end of each week on the reading, key terms, and class discussions. These short assessments will comprise a significant portion of the student's overall formative grade. **Unit exams** will follow each of the nine units of study. These unit exams will be in the style of the AP national exam, composed of both multiple choice and free response essay questions. Additionally, a **final cumulative exam** will be given the last week each semester.

Note taking:

Note taking is a necessary part of this course. World History is broad and expansive, and we have a lot of it to learn before May. At times, it is the most efficient way for students to receive information. Notes can be taken in class or at home depending on how they are assigned. Some lectures are by Ms. Caldwell, others are done by professionals online. Regardless, **all notes must be hand-written in a notebook in Cornell-note style**. Not loose-leaf, not in a binder, not typed - in a special notebook reserved just for AP World notes. Note taking is a skill that will follow you for the rest of your life. More and more science points to the fact that digital note taking does not allow the brain to comprehend information in the same manner as handwriting notes. Random notebook checks will occur and are a part of your present participation grade.

Late-Assignments:

Late assignments will be accepted with a 5% penalty each day the work is late and will be accepted for up to two weeks after the original due date, with no credit received beyond that time period.

Make-ups:

For regular absences, quizzes, notes, and other assignments are due within **one week** of return with no penalty. Longer absences may be negotiated. It is up to the student to complete missed assignments. All curriculum schedules are on the class website. If you know you are going to be absent for any reason, **do not email Ms. Caldwell** (unless you have a question about how to complete the work) - just look up what you have missed on the website or Google Classroom.

Reassessments/Retakes:

Students can retake any quiz or exam within **two weeks** of the original assessment date. Students must organize a date outside of class time to retake the assessment. Students will receive the higher of the two scores in the gradebook.

Extra Credit:

No extra credit will be given throughout the year.

Plagiarism and Cheating:

Plagiarism or cheating of any kind is unacceptable. All members involved with plagiarism or cheating will receive zeros on plagiarized assignments. In addition, students involved will be required to do the following:

1. Redo the assignment on their own for no more than 75% credit.
2. Type a two-page essay in MLA format answering the following prompt: “*I chose to plagiarize/cheat on this assignment because...*” or “*I allowed someone else to plagiarize/cheat off of my assignment because...*” This should be answered honestly as a form of restoration, not to shame the student. There are millions of different reasons why students cheat, and often it comes down to a lack of reflection on this decision; it’s often an impulse or due to peer pressure. By writing a reflection and reasoning behind the choice, it encourages the student to think about their decisions in an intentional manner. Practicing reflection and intention supports growth and changes behaviors for the future.
3. A copy of the short essay will be given to Ms. Hillman and the student(s’) parent or guardian.

Cell Phone Policy:

Cell phones will be stored on the cell phone rack in class before the start of each day. This is how Ms. Caldwell will take attendance each day. If you do not have a cell phone, this needs to be communicated to Ms. Caldwell on Day 1. If your cell phone has been removed from your possession by a parent or guardian or the school, please have your parent communicate this to Ms. Caldwell as soon as possible.

Cell phones are never to be used without permission from Ms. Caldwell. Your cell phone will rarely be used for academic purposes in class. If you are expecting a call or text from a parent or guardian, please have them call the front office instead.

Food Policy:

Students are **not allowed** to eat any food during class time. Students are allowed to drink water, coffee, or tea **only** during class. Students are allowed to consume food and drink in the classroom during the **lunch period, only if the classroom is open**. All food wrappers, products, and items must be thrown away **outside of the classroom** at the end of the lunch period.

Bathroom Policy:

Students are allowed to use the restroom **after** the first 15 minutes of class and before the **last** 15 minutes of class. Students must sign out of class on the “Bathroom Sign Out” sheet and take the bathroom pass with them and then sign back in when they return from the restroom. Emergencies happen and exceptions can be made, but this bathroom policy is set to limit the amount of time students spend outside of class, keeping them consistently engaged.

Writing Assignments:

There are three constructed-response questions that will be presented on the AP national exam called the Free Response Questions. They come in the form of Short-Answer Questions or SAQs, Document Based Questions or DBQs, and Long Essay Questions or LEQs. During this course, students will receive substantial instruction and practice time on various formats for constructed response and essay-writing. Students will learn to demonstrate their clear understanding of historical and geographical concepts in a format suitable to each type of exam question. Practice assignments will focus on *analysis* and *evaluation* rather than simple description. During the second half of the course, students will develop skills in the analysis and interpretation of historical and geographic scholarship. Various historiographic and geographic techniques will be presented in supplementary readings. Students will learn to weigh all contributing factors to a given piece of writing, and will translate this skill to a successful approach to free responses questions. Students will also learn to evaluate their own essays using the same criteria as a College Board exam rater.

The FRQs are essays where the student must construct and defend a thesis appropriate to the question being asked. Students should expect a *minimum* of **5 graded essay assignments per quarter**, and each unit exam will include one or more writing prompts in the style of the AP national exam that will constitute approximately 50 percent of the overall exam grade. In addition, students will

be given the opportunity to review and evaluate several sample essays provided by the College Board from previously administered exams.

Curriculum Outline

Unit I: The Global Tapestry & Unit II: Networks of Exchange (September - October)

Late Post-Classical Era: Regional and Interregional Interactions – 10 weeks

- The fall of the Han, Gupta, and Roman empires in China, India, and the Mediterranean respectively, and the rise and rapid spread of the new religion Islam are all cited as significant events that ushered in a new historical era for the world.
- Additionally, the major world religions had all been established, and were a driving force in cultural development throughout the world. Unit 1 will open with a discussion of Confucianism, Islam, Hinduism, and Christianity as major influences on social and cultural practices across a large portion of the world.
- Medieval Europe and Medieval Japan will be addressed in this unit, as will China's return as a dynastic empire.
- Subsequent to the Mongol conquest of much of Eurasia and reopening of the Silk Roads came the rapid and global spread of bubonic plague (the Black Death).
- Students will analyze the social, political, and historic impact of pandemic diseases, and examine the impacts of pandemics on modern society.
- The western hemisphere will also be addressed during this unit, with a study of the rise of Aztec and Incan civilizations.

Unit III: Land-Based Empires & Unit IV: Transoceanic Connections (November - December)

Pre-Modern Era: Global Interactions – 6 weeks

- The fall of Constantinople to the Ottoman Turks and the discovery of a new hemisphere by the Europeans were world-changing events that mark the end of the postclassical and the start of the early modern era.
- With this second unit, there is a shift from focusing on individual societies to examining the interactions between various societies around the world as populations grow more dependent upon global trade.
- Mercantilism and colonization efforts projected from European states drive many of the changes of the early modern period.
- Repercussions from the Columbian Exchange are felt worldwide.
- The political and sociological impacts of both colonization and the Atlantic slave trade will be analyzed in detail, as will the transformations occurring in East Asia during this period.

Unit V: Revolutions & Unit VI: Consequences of Industrialization (December - February)

Modern Era: Industrialization and Global Integration – 10 weeks

- Our second semester opens with the Industrial Revolution as we explore the growing dominance of Western Europe over the political and economic structures of the rest of the world.
- Students will consider the effects of industrialization on the new imperialism that begins in Europe in the 18th century and then later in Japan.
- The rapid political development of the various nations of the Americas will be contrasted with models from the Old World over previous eras.
- Finally, students will examine the decline of the centuries-old empires of China, the Islamic world, and the Ottomans as European states posture themselves against each other at the dawn of a new era of world conflict.

**** Semester I Final (Units 1-5 only)****

Final is a written exam that includes 50 multiple choice questions and 2 FRQs

Final is worth 10% of your final semester grade

Unit VII: Global Conflict & Unit VIII: Cold War/Decolonization & Unit IV: Globalization (February-April)

Contemporary Era: Accelerating Global Change and Realignment – 10 weeks

- The past hundred years of world history are covered in detail in this final unit.
- The First World War drastically changes the way nations came to view war and political domination, and it lays the foundation for the rise of fascism and dictatorial national governments.
- Students will examine the implications of a growing dependence among nations on the global economy, and the instability that can result from sudden changes in the world market.
- The conclusion of World War II set the stage for a new world order comprised of two nuclear-armed superpowers postured

against each other and in competition for world influence.

- The fall of the Soviet Union set the stage for our contemporary political world.
- Students will conclude this unit with an examination of multinational corporations and their influence on the current world order, initiating discussion topics to be addressed more thoroughly in the weeks after the AP national exam.

Unit X: AP Review (April-May)

- In Class Review
 - Kahoot!, Gimkit, Jeopardy
 - Practice Essays/Timed Question Review
 - Content Review
- Out of Class Review
 - Study Guides
 - Live Zoom Sessions/Office Hours
 - Study Groups
 - Practice Exams
- Mock Exams
 - 3 Mock Exams will be available to take with Ms. Caldwell on 2 separate Saturdays (Dates TBD)
- **AP WORLD HISTORY EXAM: Thursday, MAY 8th @ 12pm**

***** Semester II Final (Culminating Project)*****

Final is a Current Events Presentation Project (non-group)

Final is worth 10% of your final semester grade

Structure of and Information on the AP Human Geography Exam

The AP World History exam takes about 3 hours and 15 minutes to complete. You will take this exam with your classmates in the library with a proctor on **Thursday, May 8th, 2025 @ 12pm**. The AP World Exam is structured as follows:

Section I, Part A: Multiple Choice

55 Questions | 55 minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Section I, Part B: Short Answer Questions

3 Questions | 40 minutes | 20% of Exam Score

- Students 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 choose between 2 options for the final required short-answer question, each one focusing on a different time period:
 - Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years 1200 and 2001.
 - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001.
 - Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

Section II, Part A: Document Based Question

- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1450 to 2001.

Section II, Part B: Long Essay Question

1 Question (choice from 3) | 40 minutes | 15% of Exam Score

- Students explain and analyze significant issues in world history.
- Students develop an argument supported by an analysis of historical evidence.
- The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

How do AP Exams work?

An AP class is a course that prepares students for a culminating exam in May. The AP exam is created and distributed by the Collegeboard - a conglomerate company that distributes almost all standardized examinations worldwide (like the SAT and ACT!) The Collegeboard employs teachers, professors, and experts in the field of the exam content to create an exam that accurately reflects the student's ability to perform at a collegiate level for an undergraduate, lower level course.

Scoring: Every AP exam is scored out of 5 points. To “pass” the AP exam, a student must receive a 3, 4, or 5 on the AP exam. These scores **DO NOT** determine the grade of the student in the course throughout the year.

When a student “passes” the AP exam, that score is transferred to universities as “credits.” The purpose of taking an AP exam is to create a surplus of college general education credits so when the student goes to college they can begin taking higher level courses and save money.

 Let's break it down:

- The average college class (class, not course - this means each lecture or seminar) costs on average **\$300-\$500**
- Over the course of a quarter or semester, a student could pay anywhere from **\$1,000-\$5,000** for just **one course**
- By passing the AP exam, with a 3, 4, or 5, a college will convert the student's score into credits which will remove the requirement to take a lower-level GE course saving the student that \$1,000-\$5,000. If a student has passed multiple AP exams, that is even more money in their pocket or they can even graduate early, take on a 5th year Masters program, or add an additional degree! Point being, passing AP exams opens up many opportunities!

What happens if I don't pass the AP exam?

- Nothing. Things will go on as normal.
- You still get to wake up the next morning and live your life.
- Your grade in class is **NOT** affected.
- Ms. Caldwell still loves you.
- **Common myth:** Colleges look at your AP scores for admission. **FALSE: You can still get into college regardless if you pass your AP exams. The grade on your transcript in an AP class is valued more than the exam score.**
- **Common myth:** Colleges don't take 3s. **FALSE:** I don't know who or what has said this, but they are WRONG. A 3 is passing, a 4 is really, really good, and a 5 is so phenomenal that it's actually incredibly rare to receive. **SOME PRIVATE UNIVERSITIES** do not accept 3s because they are PRIVATE schools that rely on the tuition of their students to function. The more ways they can make you pay, the better for the university. Do not let a private university make you feel like you failed just because they're trying to take as much money from you as possible. All public universities accept 3s, 4s, and 5s. (And some public universities will even give you college credit without passing the exam, just having the AP course - and a good grade - on your transcript is enough!)

Disclaimer All parts of this syllabus can be changed under the discretion of the instructor. If the syllabus is to change, the teacher will inform students of all changes made.

Rip off this page and turn in to Ms. Caldwell

I have read and understand the above syllabus and have shared it with a parent or guardian.

Student Name (Printed) _____

Student Signature _____

Date _____

I acknowledge that my student has read and understood the syllabus. I acknowledge that this document can be referenced throughout the year by student and guardian alike for any questions that might arise.

Parent/Guardian Name (Printed) _____

Parent/Guardian Signature _____

Date _____