

Pre-AP WORLD HISTORY & GEOGRAPHY SYLLABUS

FRIDAY HARBOR HIGH SCHOOL
SCHOOL YEAR 2023-2024

MS. CALDWELL

EMAIL: PAIGECALDWELL@SJISD.ORG

OFFICE HOURS: TUESDAY/THURSDAY 7:10AM-8:10AM OR BY APPT. (ZOOM OH IS AVAILABLE IF PREFERRED)

Course Description

Pre-AP World History and Geography is an advanced course in world history from prehistory to 1500 CE. Students will explore the historical development of people, places, and patterns of life from ancient times until the year 1500 CE in terms of the impact on the Contemporary Era. Students will review and strengthen map and globe skills, skills in interpreting and using information, and historical thinking skills. Inclusively, students will learn the systems and structures of a typical AP course and expose them to the realities of taking an Advanced Placement course. This is NOT an AP class, but it serves as a space for students to explore the themes of one. In one semester students will learn how to: take AP style multiple choice questions, write historical essays and Document Based Question essays, and identify the key historical events and themes that contributed to the modern era. This course is meant to support students in their preparation for AP World History.

Content and Themes

The Pre-AP World History & Geography course is divided into five units:

Unit 1: Basics of Geography

Unit 2: Early Humans & Geographical Spatialization

Unit 3: Classical Civilizations: Greece, Rome, China, Trade Networks, & New Religions

Unit 4: Post-Classical Civilizations: Islamic & European Empires

Unit 5: Post-Classical Civilizations: East Asia and the Mongols

Unit 6: Mesoamerica

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:

- **I**nteractions with Environment
- **S**ocietal changes and patterns
- **P**olitical patterns
- **E**conomic patterns
- **C**ultural continuities and changes
- **T**echnological 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 (Strayer, *Ways of the World, 15e*) will be **provided** digitally to students by Ms. Caldwell and will not need to be purchased.

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	<ul style="list-style-type: none">- Homework- Classwork- Quizzes	<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 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. History and geography 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 Pre-AP World History & Geography 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.

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 but can be “bought” with Caldwell Cash on Fridays and can only be applied to classwork or homework assignments, **not** quizzes, projects, or exams.

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**. 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. If a student wants to use the restroom during the 15 minute boundaries, they must use “Caldwell Cash” to “buy” a pass for \$50 to use the restroom during that time. 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:

Short essays where the student must construct and defend a thesis appropriate to the question being asked will be assigned per quarter. The student must defend the thesis with evidence learned over the course of study. Students should expect a *minimum* of **one graded essay assignment per quarter**, and each unit exam will include one or more writing prompts in the style of the AP national exam. 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: Geography Basics (September)

Human Origins reviews the foundations of human society focusing on the geographic and cultural processes that gave rise to human communities.

- **Development of Early Humans and Paleolithic society**
 - Impact of Geography and the Environment
 - Characteristics of Early Humans
 - Neolithic society and the Agricultural Revolution
 - Characteristics of early agricultural societies
 - Impact of technological advancements of the Neolithic Era
- **Geography of Human Societies**
 - Growth of stable communities
 - Regional analysis
 - Data analysis through maps
- **Skills Practice**
 - Analyzing primary and secondary sources
 - Assessing quantitative and qualitative evidence
 - Answering Multiple Choice Questions

Unit II: Early Civilizations (River Valleys, Hebrews, Phoenicians, Nubia) (October)

River Valley Civilizations examines the similarities and differences between the first areas of civilizations through the patterns that developed.

- **Tigris-Euphrates River Valley (civilizations of Mesopotamia, Phoenicians and the Fertile Crescent)**
 - The development of cities-states in Mesopotamia were based on:
 - Centralized government with hereditary rulers: Dynasties of kings
 1. Rulers often based on religious authority
 2. Hammurabi-Marduk
 3. Polytheism was practiced by most early civilizations.
 - Written law codes: Code of Hammurabi
 1. Rigid class system where slavery was accepted
 2. Cuneiform: Sumer & Alphabet: Phoenicia
 3. Used to support the centralized government of the city-state.
 - Increasing agricultural surplus because of better tools, plows, irrigation
 1. Causes increasing trade along rivers and by sea.
 2. Interactions caused by trade.
- **Nile River Valley (Egypt and Nubia)**
 - The development from kingdoms and empires in Egypt and Nubia were based on:
 - Centralized government with hereditary rulers: Dynasties of pharaohs
 1. Often based on religious authority
 2. Polytheism was practiced by most early civilizations.
 - Rigid class system where slavery was accepted
 1. Hieroglyphics: Egypt
 - Used to support the centralized government of the city-state.
 1. Increasing agricultural surplus because of better tools, plows, irrigation & the use of metal (e.g., bronze, iron) tools and weapons
 - Causes increasing trade along rivers and by sea
- **Indus River Valley (Harappa and Mohenjo-Daro) and Ganges River Valley (Aryan culture)**
 - Development of the world's first cities (city planning, Plumbing etc.)
 1. Harappa and Mohenjo-Daro
 2. Increasing agricultural surplus: Better tools, plows, irrigation
 3. Use of metal (e.g., bronze, iron) tools and weapons
 - Because of city planning and use of new technology there was increased trade along rivers and by sea.
 - Spread of Buddhism
 - Development of the practice of slavery within most cultures in the ancient world, taking various forms
 - Introduce the Indo-Aryans and the caste system, which influenced all social interactions and choices of occupations.
- **Huang He River Valley (China under Shang and Zhou Dynasties)**
 - The development of empires in China were based on:
 - Centralized government with hereditary rulers: Dynasties of kings
 1. Rulers often based on religious authority
 2. Zhou dynasty -Mandate of Heaven
 3. Polytheism was practiced by most early civilizations
- **Hebrews**
 1. Beginnings of Abrahamic religion: geographic location in comparison with other early civilizations.
 2. Beginnings of religions: Important figures
 3. Beliefs and traditions compared to another early civilization.
 - Spread of Judaism over time.
- **Skills Practice**
 - Analyzing causation, comparison, change and continuity over time
 - Writing Short Answer Questions

- Spatial Regionalization and Geographical data analysis

Unit III: Classical Civilizations (Greece, Rome, Asia, Trade Networks, & Religion) **(October-November)**

Classical Civilizations-Greece explores the emergence, interaction and spread of European civilizations throughout the Mediterranean region.

- **Impact of geography on the development of Greece.**
 1. City-State development
 2. Examine architecture in those regions.
 3. Economic developments
- **Colonization**
 - Examine use of mythology and polytheism in Greece through Homer-*Iliad* and *Odyssey*
 - Development of Democracy
 1. Comparing city-states and social structures.
 2. Examine the role of philosophers: Socrates, Aristotle and Plato
- **Persian Wars through Peloponnesian wars.**
 1. Importance of the Persian wars through Aeschylus and Herodotus
 2. Importance of the Peloponnesian wars through Thucydides
 3. Golden Age of Pericles.
- **Conquest of Greece and the Hellenistic Eras.**
- **Skills Practice**
 - Writing the DBQ
 - Writing claims, supporting evidence, thesis, and context

Classical Civilizations-Rome explores the emergence, interaction and spread of civilizations throughout the Mediterranean region.

- **Impact of geography on the development of Rome. Reference Virgil's *Aeneid*.**
 1. Protection
 2. Economic developments; trade.
 3. Geography of expansion-Mediterranean Basin
- **Compare myths and polytheism of Rome with Greece.**
- **Development of Democracy**
 - Growth of a Republic and social structures.
 - Code of Laws-Twelve tables
 - Forum
- **Evolution from a Republic to an Empire**
 - Examine the expansion of Rome after the Punic Wars, which allowed an Empire to dissolve the Republic.
 1. Origins of the Empire under Julius Caesar
 2. Development of the Empire under Augustus Caesar.
 - Social- aqueducts and Roman arches allow for public baths, public water systems, medical schools
 - Economic- Roads with safe trade
 1. Origins and beliefs of Christianity and the impact it had on the Roman Empire.
 - Colosseum
 1. Division of Rome and the reasons for the decline of the Roman Emperor/Empires power
 - Location of Constantinople and the Eastern Roman Empire/Byzantine Empire.

Classical Asian Civilizations addresses the development of large-scale civilizations in Persia, India and China, and the Americas, including the development of government, economics, social structures, and religions.

- **Persia**

- Impact of Geography: Conquered civilizations in Mesopotamia
 - Imperial Bureaucracy, Royal Roads
 - Tolerance
 - Interactions with India and China.

- **India**

- Impact of Geography on the development of Indian Civilizations.
- Indo-Aryans
 - Caste System
 - Introduction of Hinduisms; Beliefs: many forms of one God, Reincarnation, Karma, development of sacred writings-Vedas and Upanishads:
 - Spread along major trade routes
 - Development and contributions of Mauryan and Gupta Empires

- **China**

- Impact of Geography on the development of China
 - Constructions of the Great Wall.
 - Interactions on the Silk Road.
- Development of Empire
 - Dynasties-Mandate of Heaven
 - Civil Service system.
 - Impact of Confucius and Taoist beliefs on society.
- Spread of Buddhism to China and its impact on society.

Midterm is a Research Project worth 5% of the student's overall grade

Unit IV: Post-Classical Islamic and African Civilizations (November-December)

The Muslim world began on the Arabian Peninsula and quickly spread to other places including Africa and Spain. The wide range of climate and resources in Africa offered different opportunities to kingdoms throughout the continent and helped promote regional interactions and trading patterns.

- **Origins, beliefs and spread of Islam that impacted the Byzantine Empire and African Kingdoms.**

1. Geographic extent of expansion and the turning points along the way: Asia to Spain
2. Cultural Impact of Islam on the Western World.

- **Development of sub-Saharan East and West Africa**

1. Impact of geography for development of the Eastern and Western African civilizations.
2. Compare the development and spread of religion from Eastern and Western African civilizations.
3. Diffusion of goods, technology and ideas along trade routes; especially the Silk Road, maritime and trans-Saharan trade routes.

Unit V: Post-Classical European Civilizations (December)

The Early Middle Ages also known as the Dark Age is a time when trade and learning were sluggish and the Feudalism in conjunction with the manorial system along with the Christian church was empowered.

- **Decline of Roman Empire and the importance of the Church.**
 1. Influence of the Catholic Church on the formation of medieval society.
 2. Reasons for the structure of medieval society; look at the migration and invasion of migratory groups in Europe.
 - **Revival of the Roman Empire**
 - Charlemagne became the Holy Roman Emperor and used military power and an alliance with the church to expand territory and revive trade and learning.
- Kings became less dependent on the early structure of medieval society and began to consolidate their power to form nation-states, which led to conflicts mostly over territory. Nation-States began to flourish during the Renaissance.
- **Crusades**
 1. As the church begins to reorganize it rallies a Crusade to regain the Holy Land.
 2. Results of the Crusades as they pertain to medieval society.
 - **Development of Nation-States**
 1. Explain the causes for a shift from a church centered to a monarch centered society.
 2. Impact of the Plague
 - **Birth and spread of the Renaissance**
 - Impact of education during the middle ages to the birth of the Renaissance: Preservation of ancient literature by the church scholars.
 1. Impact of geography on the birth of the Renaissance: City-states
 2. Changes from Medieval art and literature to Renaissance art and literature.
 3. Where and how the spirit of the Renaissance spread.

Byzantine the eastern part of the old Roman Empire maintained a brilliant civilization centered in Constantinople. With a separate Christian Church, it developed a culture different from that of Western Europe. Slavs and Vikings joined to create a new culture in Russia, which was influenced by the Eastern Church.

- **Geography of Constantinople**
 - Development of the Byzantine Empire as the Roman Empire falls.
- **Development of Byzantine under Justinian**
 1. Code of Laws
 2. Culture
 - Adoption of Greek culture and language.
 - Division from the Western Church.
 - Expansion & Spread of Culture to Russia.

Unit V: Post- Classical Civilizations- East Asia & The Mongols (January)

Chinese, Japanese, Korean, and Indian cultural development was influenced by proximity to China. Cultural diffusion played an important role in the spread of ideas, beliefs, and technology throughout Asia.

- **Diffusion of traditions and culture**
 1. Impact of geography on the development of traditions, culture and religion.
 2. Diffusion of goods, technology and ideas along trade routes; especially the South China Sea route.

Unit VI: Mesoamerica (January)

- **Maya, Inca, Aztec**

- Compare patterns of geographic, cultural and economic development amongst the North American societies.

**** Semester Final****

Final is a written exam that includes 30 multiple choice questions and 1 DBQ

Final is worth 10% of your final semester grade

This is not an AP class, and there is no AP Exam, but how do AP Exams work?

An AP class is a course that prepares students for a culminating exam in May. Pre-AP courses are a preview of what an AP class feels like without the pressure of the AP exam. As you go on your academic journey, you should keep the following information in mind. 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.

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.
- 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.