William Howard Taft High School

Advanced Placement World History (APWH)

Mr. Leslie Plewa

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**Course Objective**:

*Advanced Placement World Studies (APWH)* provides the opportunity for advanced work and rigorous study of major themes, periods, people, and concepts found in world history. Students will learn the historical, economical, social, and political elements of various world cultures. The course is college-level and requires students to take greater responsibility for their learning. In addition, the course is vertically aligned with next year’s Advanced Placement (AP) United States History class and future IBDP classes. Furthermore, students will learn a variety of reading strategies, critical thinking skills, and practice expository writing to prepare them for: college, employment, and/or career, and active participants in a democratic republic.

*The classroom will be a safe place to explore new ideas and question those you do not understand. My goals are to make every student feel comfortable in this class to share their opinions, be respected by their classmates, and help you grow as a student and as an individual. In addition, I adhere to the IB Mission Statement and incorporate the IB Learner Profile in my classroom.*

**Class Supplies**:

* Ways of the World(you will receive a textbook to take home)
* A single notebook (college or wide) used specifically for this class to keep you organized or college ruled paper
* 3 ring binder-
* Folder
* Writing utensil

**Classroom Expectations**:

I expect that YOU will:

* Come to class ON TIME
* Think critically
* Read the book, complete assignments, and study
* Be prepared for class with required supplies and homework everyday
* Respect me and your classmates
* Ask questions
* Participate

You can expect that I will:

* Respect you
* Educate you
* Return your work in a timely manner
* Follow Taft’s policies
* Update Gradebook with assignments and grades in a timely manner
* Put extra effort in assisting you learn and meet you potential

**Themes in AP World History**:

We will learn about world history through the use of themes. The five themes will serve as a frame to understand different regions, people, cultures, and events. Furthermore, the themes will assist us in analyzing for similarities and differences, examining continuity and change, and grappling with cause and effects.

|  |  |
| --- | --- |
| Theme 1 | Interactions between humans and the environment |
| Theme 2 | Development and interaction of cultures |
| Theme 3 | State-building, expansion, and conflict |
| Theme 4 | Creation, expansion, and interaction of economic systems |
| Theme 5 | Development and transformation of social structures |

**Periodization in AP World History:**

Periodization is an attempt by historians to categorize thousands of years of world history into chapters of the human story. We will explore these different periods by examining the different characteristics and turning points of each period. In addition, periodization will assist you in placing people and events on the long and complex timeline of human history. Remembering the periods will assist you in associating factual information on a timeline.

|  |  |
| --- | --- |
| Period 1 | To 600 BCE: Technological & Environmental Transformation |
| Period 2 | 600 BCE-600 CE: Organization & Reorganization of Human Societies |
| Period 3 | 600 CE-1450 CE: Regional & Transregional Interactions |
| Period 4 | 1450 CE-1750 CE: Global Interactions |
| Period 5 | 1750 CE-1900 CE: Industrialization & Global Integration |
| Period 6 | 1900 CE to the Present: Accelerating Global Change & Realignments |

**Historical Thinking Skills in AP World History:**

Historians are social scientists. The study of history requires a set of skills. Throughout the year, we will be practicing and developing these skills. You will be able to apply these skills in other classes and everyday life.

|  |  |
| --- | --- |
| Crafting Historical Arguments from Historical Evidence | -Historical argumentation  -Appropriate use of relevant historical evidence |
| Chronological Reasoning | -Historical causation  -Patterns of continuity and change over time  -Periodization |
| Comparison & Contextualization | -Comparison  -Contextualization |
| Historical Interpretation & Synthesis | -Interpretation  -Synthesis |

**Remember, reading is MUST and you will be expected to read everyday. Also, expect to spend 2-3 hours a day for this class**. If I give you a reading assignment, it is in your best interest to read the assignment in its entirety and use an effective note taking strategy. While reading, take your time and make note of anything you did not understand. I will provide you with a reading calendar on my website. The reading calendar will serve as a way to keep you on track with the course. The reading calendar may not be aligned perfectly with the content we are covering in class for a variety reasons. For example, I will also be teaching you the skills of a historian which require time and practice.

**Primary and Secondary sources:**

Throughout the year we will be examining both primary and secondary sources to understand world history. Primary sources allow historians the opportunity to have materials to study. Secondary sources are historian’s interpretations and perspectives about primary sources. The work of previous historians is important in providing students of history, a narrative or perspective on what happened in the past. These interpretations can be challenged with reasonable arguments supported by evidence. We will be using both primary and secondary sources to study and write about world history.

Primary Source Analysis

You will learn two primary source analysis strategies. The first will be SOAPSTONE.

The second will be OPCVL. Both require you to analyze and examine the source.

Secondary Source Analysis

You will learn to pay specific attention to author, main ideas, details, and interpretation afford by the historian and the evidence and explanation they use to tell a particular history.

**WRITING is also a must in this class.** You will write in cursive or print your written assignments because the written portion of the exam is completed in pencil or pen,

**Writing:**

As a result of this course you will be able to formulate and defend a thesis (argument) with relevant historical evidence and explanation in an essay format. We will practice writing throughout the year. All of the writing will be tied in with the goal of preparing you to answer a DBQ , comparative, and continuity and change over time essay. In addition, you will experience timed writing to help develop time management and concise writing related to the question. The following is the essay format we will be using in class for historical writing:

Introductory Paragraph

* 2-3 sentences leading to your thesis
* thesis will be at the end of the paragraph and will include:

-time period

-region

-a historical argument that answers the prompt

Body paragraphs

* Depending on the question and time you will try to have at least three body paragraphs
* Point sentence-first sentence will tell the reader what your point is in the paragraph and it must relate to your thesis
* General assertion-depending on the type of essay (DBQ, CCOT, or Comparative) state one aspect of thesis
* Evidence/Examples-Be specific and must be historically relevant
* Explanation/Analysis-explain significance(so what?), explain change and/or continuity, compare/contrast, and remember to relate to thesis, we will practice logic and building your argument
* Use transition/signal words to let the reader know the point you are trying to make. For example, with cause and effect you can use the signal words: therefore, as a result
* Repeat format as necessary
* Link sentence to your argument and next paragraph

Conclusion Paragraph

* 3-4 sentences
* MUST include the thesis (rephrased) in its entirety
* You will not state any new information or arguments

**Advanced Placement World History Exam-May 14th, 2017 8:00am☺**

The exam consists of:

Multiple Choice (55 questions, 55 minutes)

Short Answer Questions (4 questions, 50 minutes)

Documents Based Questions (1 question, 55 minutes; 15 minute reading included in 55 minutes)

Long Answer Question (1 question out of 2, 35 minutes)

The exam is only 3 hours 15 minutes.

**Grading**:

The standard grading scale at Taft High School is as follows:

100-90=A 89-80=B 79-70=C 69-60=D 59-0=F

Your grade will be made up of the following:

Assignments-30%

Quizzes-30%

Exams-40%

**Assignments**-this includes participation, class work, binders, and homework.

Participation reflects appropriate and productive contributions to class activities. Participation points are awarded and deducted according to behavior. Points are most frequently awarded for volunteering to read and exceptionally insightful discussion; both verbal and non-verbal.

Classwork will include individual work, partners, and/or group projects for a grade.

Binders: You will be taught Cornell Note Taking. You will demonstrate to me that you have mastered this note-taking strategy. As a best practice for this class, you will use Cornell Notes. I will assess you on your ability to organize the binder and then I will follow up periodically to ensure the binder is being used efficiently to perform in this class.

**Homework-** Homework is due at the beginning of the class period on the day that it is due. Homework will include reading, worksheets, essays, research projects, and other projects. If you did not do the homework because you “didn’t understand it,” be prepared to stay after school to get help if you want credit. If you were absent, it is YOUR RESPONSIBILITY to call someone in the class or email me or see me after school in room **207** to find out what you missed. Any work missed (including work from multiple days of absence) is due on the day you return to school. Similar to life, you will experience a consequence for late work. You will **lose** 20% for two days, 30% for three days, 40% for four days, and anything over four days late will receive a **maximum** of 40%.\* For example, if you turn in work late two days and you answer all the questions correctly, you will receive a score of 80%. If your work is handed in four days late and you answer all the questions correctly, you will receive a score of 40%. IN ADDITION, a late assignment report will be completed and signed by your parent/guardian. NO LATE WORK will be accepted without this report. The form will be located online. \*mitigating factors will disqualify lose of points

**Quizzes-** Quizzes are designed to assess a small segment of content knowledge and assess skills (Were you paying attention? Do you understand the main ideas? Are you doing the assigned coursework? Do I need to re-teach a concept/skill?). Quizzes will be multiple choice and short response questions. Some quizzes will be announced and most will be unannounced to ensure that you are reading and so that I can determine your knowledge and skills.

**Exams-**Exams will be given to assess larger portions of content knowledge. They will cover more than one chapter of the textbook and may be a combination of multiple choice and/or short answer questions and/or long essay, and/or Document Based Question written response. All exams will be announced ahead of time.

Exams and quizzes will be adjusted for equity and access through various ways.

There are two categories of assignments: formative and summative. The summative assignment is a task that will assess specific knowledge and skills. The formative assignments will be assessing that particular knowledge and skills in preparation for the summative assignment. I will be giving you feedback on the formative assignments so that you are prepared for the summative assignment. For example, the summative assignment for this course is the AP Exam. The formative assignments will be everything we do in the class leading up to the AP Exam.

If you have any concern about your grade feel free to see me after school or schedule an appointment. You may also email me with any questions. I will respond in a timely manner.

PROMOTION POLICY (04-0128-P01)

Students’ success in earning credits toward promotion shall be determined by attendance in class as well as by performance on academic assignments. Therefore, students who have unexcused absences in 20% or more of the classes in a particular course during the period for which a unit of credit is earned shall not pass the course and shall receive no credit towards promotion.

**Cheating and Plagiarism** is not tolerated. They will result in a zero grade for the assignment and/or result in disciplinary action. If you don’t understand an assignment come to me instead of copying from a classmate. When a test is handed out I expect there to be no talking until all of the tests are in and keep your eyes on your own paper.

**Extra Credit** – No extra credit. I do encourage students to rewrite assignments and essays. I will add points onto your original score if you show improvement.

I understand that “stuff happens”. If you have a special issue that you think I need to know about, please bring it to my attention as soon as you can so I can make the appropriate modifications/accommodations.

**Topics of Study\***subject to change at the discretion of the teacher and CPS mandates, students will be notified. Please reference the reading calendar to ensure you are on pace.

**Quarter 1**-

Period 1 To 600 BCE: Technological & Environmental Transformation

Period 2 600 BCE-600 CE: Organization & Reorganization of Human Societies

Period 3 600 CE-1450 CE: Regional & Transregional Interactions

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

**Quarter 2**-

Period 3 600 CE-1450 CE: Regional & Transregional Interactions

Period 4 1450 CE-1750 CE: Global Interactions

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

**Quarter 3-**

Period 4 1450 CE-1750 CE: Global Interactions  
Period 5 1750 CE-1900 CE: Industrialization & Global Integration

Chapter 13

Chapter 14

Chapter 15

Chapter 16

Chapter 17

Chapter 18

**Quarter 4-**

Period 5 1750 CE-1900 CE: Industrialization & Global Integration

Period 6 1900 CE to the Present: Accelerating Global Change & Realignments

Chapter 19

Chapter 20

Chapter 21

Chapter 22

Chapter 23

US Constitution & Public Law Exam-\*You need to pass the Public Law Exam in order to graduate high school. Most sophomores take the Public Law Exam. However, you will be in Advanced Placement United States History next year and as a result take it freshmen year.

Museum Exhibits & 5th Annual IB Freshmen International Night

**CONTACT FORM**

**AP World History**

**(Return this form only)**

**Dear Parent/Guardian**,

Your child’s first assignment will be to print the syllabus and have you sign this form (100pts). Please print your name and provide me with a working phone number(s) and an email. In addition, I request a signature to verify that you have seen/read the syllabus with your child. Please be aware that I will update Grade book in a timely manner and some assignments may not be entered immediately. For example, projects and writing assignments take longer to grade. In addition, I do accept late work. However, your child will be required to complete a late assignment report and you will need to sign the report (on the class website). I look forward to working with you this year. If you have any questions/comments please email me at [lplewa@cps.edu](mailto:lplewa@cps.edu). Also you can visit my class website at: <http://mrplewa.weebly.com>

On the website I will post assignments, announcements, various documents, check for student understanding, and much more.

Thank you.

Mr. Plewa

Print Student Name:

Student Signature:

Print Parent/Guardian Name:

Parent/Guardian Signature:

Phone number(s) (best number(s) to reach you at):

Parent/Guardian Email: