

AP World History Syllabus 2016-2017

“AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. There are no prerequisites for the course. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.”

Teacher: Mr. Richard Nagy **Room:** Portable 4

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Teacher Website: (the current password changes frequently, therefore it is always displayed on the “Announcements” page of my website; it is NOT case sensitive.)

<http://teacherweb.com/FL/Pbhs/Nagy/apt1.aspx>

Docutext Textbook: *Ways of the World; A Global History with Sources*, by Robert W. Strayer, Boston: Bedford/St. Martin’s; 1st ed., 2011.

Course and Exam Description

Suggested Class Materials:

- 3 Ring Binder with pockets and 8 dividers (Organize your binder so that each of the 6 periodizations has its own section, one section for WHAP reference materials/review and one section for the writing process).
- Pencils, pens of various colors and highlighters.
- Note cards, paper clips and post-it notes.
- Composition book for daily Essential Questions.
- Loose Leaf paper with 3-hole punch

The National Exam: Thursday May 11, 2017 (40% Multiple choice/60% Essay)

The APWH exam is 3 hours and 15 minutes long. It includes both a 1 hour and 45 minute multiple-choice/short answer section and a 1 hour and 30 minute free-response section. Section I, Part A is a 55 minute, 55 question multiple choice exam worth 40% of the total exam grade. Part B of Section I contains 4 Short Answer questions to be written in 50 minutes; these are worth 20% of the total exam grade. Section II contains 2 formal essays, the first of which is the Document Based Question (DBQ); students will be given 55 minutes to read the documents, plan and write the essay. The other formal essay is called the Long Essay Question, which allows for student choice between 2 prompts and 35 minutes are provided for students to plan and write their answers to this essay. The DBQ is valued at 25% of the total exam score and the Long Essay score equals 15%. Scores are transformed into a 5-point scale, with 5 being the highest possible score, indicating “extremely well-qualified” status in knowledge of world history and its habits of mind. To find information on college and university AP credit policies, see <http://www.collegeboard.com/student/index.html?student>

Suggestions for Student Success:

1. **Be in class every day.** Because this is a college level class, we will devote the majority of in-class time practicing critical thinking and writing skills while applying content learned through independent reading assignments. Missing even one day a quarter could seriously set you back. Do not miss tests. All make up exams may be administered the following day or on the day of your return and could be in essay format.
2. **Be prepared for learning.** You are expected to be in your seat and ready to learn with pen or sharpened pencil in hand when the bell rings. Desks are to be clear of everything unnecessary to the lesson, including backpacks and purses. Immediately after the bell, every student must record the posted essential questions verbatim. Do not take longer than 2-3 minutes for this task. This is the expectation at the *start* of every class, every day.
3. **Record the answers to the daily Essential Questions (EQs).** This is perhaps the most important process to understanding each day’s lesson and its purpose and goals. To answer them, pay close attention to the verbal and nonverbal clues given throughout the lesson. Keep the EQs organized by embedding them into the proper unit’s section of study in your binder OR by keeping them in a separate composition book. These answers will be tested.

4. **Be an active learner.** You are expected to listen carefully to lectures, take adequate notes from class activities and lectures and participate in class discussions. Five behaviors maximize your ability to pay attention, and therefore your ability to learn. These are encapsulated by the acronym **SLANT**:
- Sit up.
 - Listen and lean forward.
 - Ask and answer questions.
 - Nod your head.
 - Track the speaker.
5. **Complete each reading assignment and its accompanying work.** You are expected to complete **ALL** reading assignments *prior* to class sessions. Otherwise you will be unable to keep up with the pace and level of class discussions and activities which are designed to *enhance* and *deepen* student understanding of the content, not repeat it. It is not possible to “cover” all material that is to be tested in class. Much information will have to be obtained by students independently. There is no substitute for student knowledge. Turning in notes or outlines from on-line sources or from any other unauthorized source is unacceptable. In order to learn the content, YOU must read the text and take YOUR OWN notes in YOUR handwriting and language. In other words, DO THE WORK required. Further, college level vocabulary is a hurdle on the May exam and prevents some students from understanding what the test questions are asking. Avoid that by using a dictionary *every* time you do not understand a word that you read so that by May, you will understand the lexicon of World History and the vernacular of the average college student. Do the reading faithfully.
6. **Check the classroom website DAILY for assignments.** Because all homework assignments and their directions are posted on my website, class time will not be used for this purpose unless necessary or prompted by a student for clarification. My site is password protected and the password changes often. All current passwords can be found on the announcements page of the site but I do not recommend copying and pasting the password. Typing the password each night will help you remember important dates for the course and therefore help you master the course periodization. Knowing key dates is important for success on the May exam, especially on the essays. If you have Internet issues, it is your responsibility to figure a solution and do the work required by the given deadline. This is also true for printer problems. One suggestion I have is for you to call a reliable classmate and ask for help.

Class Website: <http://teacherweb.com/FL/pbhs/nagy/apt1.aspx>
(current password: OutofAfrica100000)

7. **Utilize your other online sources (see links page of website for descriptions).**
- a. Textbook Website: <http://bcs.bedfordstmartins.com/strayerdocutext1e/>
 - 1. Register for an account as a student (see upper right corner for black tab)
 - b. E - Book also available at BEEP: <http://beep.browardschools.com/ssoPortal/index.html>
8. **Work without distractions.** Be wary of distractions, especially text and social media. Evidence indicates that reading and responding to a text message distracts a person from his/her task at hand and may result in a 15-minute interruption. These types of distractions lengthen the time you spend on homework nightly. Get in the habit of turning off your phone and working in a quiet and tidy spot. A quiet environment helps you learn the content *the first time* you read and record information. When learning is done right, it should also decrease your study time for tests as well.
9. **Keep an organized notebook.** As the saying goes, “proper planning prevents poor performance.” This is especially true of college-level classes. I suggest dividing your 3 ring binders by the 6 Periodizations with an additional section devoted solely to writing & the last section dedicated for review materials. Organize your materials AS YOU GET/DO THEM. Bring your notebook to class daily.
10. **Be patient and keep an open mind.** This is a university course and will be taught as such. Although still in high school, we will discuss topics and utilize thinking skills that may be new and different. Assignments, even the act of simple note taking, may be difficult to master. Please be patient and keep an open mind. You will progress and get better as your skills improve.

11. ***Do not worry about your grade unless you have a D or an F.*** This is a college-level course and universities know the difference on transcripts between AP classes and others. Due to the limited amount of time we have, reviewing tests are not always possible. Therefore, students who earn Ds and Fs on exams should complete “test repair”. Test repair will add value to the original test score, excluding midterms and finals. This privilege is only available during the first semester. If at any time you have a question about your grade or progress in the class, please ask. (Remember that you MUST maintain an unweighted GPA of 2.5 overall.)
12. ***Work at mastering the writing styles required for the essay section of the APWH exam.*** The writing required to properly answer the essays will take practice and diligence (they are worth 60% of the total exam grade!). Although it will be a different type of writing than you may be used to, mastery is necessary for APWH success. Due to the degree of difficulty of these essays, during the first semester only, students may rewrite them for higher grades. However, the rewrites must be turned in to me (typed and along with the original essay and rubric) no later than 2 days after essay feedback is provided.
13. ***Form and join an informal study group with students who are also taking APWH.*** You can compare notes and get make-up work from your trusted group members. The group is not a substitute for individual work and copying work is unacceptable. No student assignments should be the same! Intellectual integrity is expected. However, you and your group can discuss the topics and content, study, quiz each other and debate different opinions about the content --- all of which will make you a stronger student and improve your performance.
14. ***Do the right thing. Academic Integrity is expected.*** Cheating will not be tolerated. Students must do their own work. All work that copied or influenced by another source (i.e. textbook, fellow student, the internet, cheat sheets, text messages, etc.) will earn ZEROs and the circumstances will be noted on Pinnacle. Again, all work completed for this class must be generated individually. Pompano Beach prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so that they learn content accurately. The faculty expects academic integrity; therefore students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out. Every violation of the Honor Code will result in consequences.
15. ***Late passes will not be accepted for any assignments that have already been returned to students*** because the answers have been made “public”; if you plan to use a late pass, your work must be turned in ***before*** the graded work is returned to your peers. Attach the pass to the assignment.
16. ***Above all, be kind to each other.*** Bullying will not be tolerated & will result in administrative referral.

MR. NAGY'S AP WORLD HISTORY THEMES AND TEXTBOOK PACING GUIDE

Keep in mind that the following five AP World History Themes connect the key concepts throughout the course and serve as the foundation for student reading, writing, and testing requirements.

Theme 1: Interaction Between Humans and the Environment: Demography and disease; Migration; Patterns of Settlement; Technology

Theme 2: Development and Interaction of Cultures: Religions; Belief Systems, philosophies and ideologies; Science and technology; The arts and architecture

Theme 3: State-building, Expansion and Conflict: Political structures and forms of governance; Empires; Nations and nationalism; Revolts and revolutions; Regional, transregional, and global structures and organizations

Theme 4: Creation, Expansion, and Interaction of Economic systems: Agricultural and pastoral production; Trade and commerce; Labor systems; Industrialization; Capitalism and socialism

Theme 5: Development and Transformation of Social Structures: Gender roles and relations; Family and kinship; Racial and ethnic constructions; Social and economic classes

AP WORLD HISTORY KEY CONCEPTS	TEXTBOOK CHAPTERS/Pacing
1.1 Big Geography and the Peopling of the Earth 1.2 The Neolithic Revolution and Early Agricultural Societies 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies	August UNIT ONE: Technological and Environmental Transformations, to c. 600 B.C.E Chapters 1-3
2.1 The Development and Codification of Religious and Cultural Traditions 2.2 The Development of States and Empires 2.3 Emergence of Transregional Networks of Communication and Exchange	September UNIT TWO: Organization and Reorganization of Human Societies, c. 600 B.C.E to c. 600 C.E Chapters 4-7
3.1 Expansion and Intensification of Communication and Exchange Networks 3.2 Continuity and Innovation of State Forms and Their Interactions 3.3. Increased Economic Productive Capacity and Its Consequences	October -November UNIT THREE: Regional and Transregional Interactions, c. 600 C.E. to c. 1450 C.E. Chapters 8-13
4.1 Globalizing Networks of Communication and Exchange 4.2 New Forms of Social Organization and Modes of Production 4.3 State Consolidation and Imperial Expansion	December-January UNIT FOUR: Global Interactions, C. 1450 to c. 1750 Chapters 14-16
5.1 Industrialization and Global Capitalism 5.2 Imperialism and Nation-State Formation 5.3 Nationalism, Revolution, and Reform 5.4 Global Migration	February UNIT FIVE: Industrialization and Global Integration, c. 1750 to c. 1900 Chapter 17-20
6.1 Science and the Environment 6.2: Global Conflicts and Their Consequences 6.3 New Conceptualizations of Global Economy, Society and Culture	MARCH-APRIL UNIT SIX: Accelerating Global Change and Realignments, c. 1900 to the Present Chapters 21-24
Review major concepts and ideas from all units including multiple choice and free response test taking strategies	MAY May 11, 2017 College Board AP World History Exam