

AP WORLD HISTORY

Grade 9-12

Mr. Barratt

2019-2020 School Year

Syllabus

Welcome to Mr. Barratt's AP World History class!

You so lucky!!



You will be given the opportunity to learn about and enjoy many historical events throughout the centuries up to today's global issues. You will learn that the world is made up of so much variety, culture, music, art, and different ideas and beliefs; yet remember through it all we are all human beings. Utilizing our textbook *The Earth And Its Peoples* and a wealth of primary sources, documents, artifacts, sculpture, and texts of the past, we will be able to explore modern world history beginning in c.1200 CE to the present day, and encompassing such civilizations as the Arabs, Mongols, Native American cultures, Middle Ages Europe, China and the Far East, and indigenous cultures from every continent. Students will also examine the emergence of the modern world through industrialization, invention, revolution, and the characteristics of an ever-globalizing human story. Following are some aspects of the classroom that you must become familiar with. Open up your minds, have some fun, and have a great year!!!

A. What does Advanced Placement mean?

An AP course is designed with the purpose of exposing students to college-level skills, curriculum, and responsibilities; students work at a college level and earn college credits by passing the AP test in May. The course is intended to be rigorous, especially World History, which includes consistent reading and analysis, self-assessment and self-checking, essay writing practice and test question mastery, and pacing oneself to meet the inevitable deadlines; all of these are daily routines for the college student. A student in this course *has to want to be here*, not only to learn something new or improve their skills, but to challenge themselves. The challenge is very real; scoring a 4 or 5 on the AP test is only achieved by a small percentage of high school students. If you have doubts about your own abilities to step up to the challenge and push yourself, then this course is not for you. Mr. Barratt's role in this course is to be a coach; and your role is to be an historian.

B. Teacher Contact

Jon Barratt, Room 107

Work #: 732-229-7300 ext. 41010

Email: jbarratt@longbranch.k12.nj.us

Class Website: <http://www.longbranch.k12.nj.us/Page/7767>

C. Grading Procedures:

The single most important goal in this course is to prepare you to take the AP test to the best of your ability. There are certain college-level skills that the test will assess, and Mr. Barratt will be helping you practice such higher-level thinking skills as you examine course content. Throughout this process, marking period grades will be comprised of varied activities that practice these skills and assess your development and knowledge of historical time periods and themes. The following percentages describe how much each aspect of your work is weighed. Please note that each individual assignment will be worth a different number of points than others.

70% - Summative Assessments

It is very important you do not fall behind and miss any material that will help prepare you for the class's quizzes and tests. It will be your responsibility to keep up. Since there is so much material to be covered, we will move very quickly through the curriculum, and an emphasis will be placed upon how you show you have mastered each chapter, unit, and theme. Summative assessments take the form of chapter and unit tests, creative projects, research assignments, DBQ's, final essay drafts, rubric-based debates, and more.

30% - Formative Assignments

All of the work we do in class and at home that prepare us for summative assessments can be considered formative assignments, as they help build skills, strengthen content knowledge, and put students in a position to show what they know. Mr. Barratt will make a point to indicate how each assignment relates to social studies standards, course objectives, and skills needed for the AP test—there IS NO BUSY WORK!!! All formative assessments are graded and meaningful feedback is provided. The purpose is to check for understanding.

D. Make-up Work

If you miss a day of class, it is YOUR responsibility to find out what you missed and act on completing it. The class website maps out everything occurring in class; go there and get a sense of what you missed. Many assignments will be listed and available to be completed at home. No student should ever come to class stating they were absent and "What did I miss?" Mr. Barratt aims at treating you as young adults who are being responsible for their actions; indeed it is only appropriate to project college-level expectations in an AP course. Being absent and missing assignments causes students to fall behind. All Due Dates are fixed for AP students, whether present or absent. **This means that a zero will be earned if a student comes to class empty-handed, whether they were present in class to receive the assignment or not.** Check the website; stay caught up.

Any student who knows ahead of time that they will be absent for any length of time should let Mr. Barratt know so he can prepare work for you to stay on top of things.

E. Classroom Procedures/Policies

Athletes— Mr. Barratt will lend the same support to all students. Student athletes shoulder a greater responsibility in their balancing of academics and sports, and carry an expectation from their coaches to maintain a 77 avg or better. It is expected student-athletes make use of the SAP period for extra support.

Bathroom—one at a time. Mr. Barratt will treat you as adults—you don't need to ask him to go (although he reserves the right to ask you to wait if a lesson is deemed more important). Take the bathroom pass, sign out in the red booklet, and sign in when you return. If you fail to sign out or take a pass, thus causing classroom confusion, you may receive a detention. Do not get used to going every period, because this is a privilege that can be limited.

Be on time to class—there are only four blocks in a day anyway!

It is important you are on time as lateness will affect your learning. Also, there will be many Do-Now activities that require you to get started immediately, so do not waste any time. Lateness is grounds to affect your attendance and may lead to demerits. Any quizzes missed on account of unexcused tardiness will not be eligible for make-up.

Bump, The—Students who take an advanced placement course indeed enter into a more challenging and demanding environment. The school recognizes the harder demands by assessing the weight of the course at 1.12 vs. regular courses. Honors courses are weighted at 1.06. This means that numerically earned scores, though present on report cards, will also carry a weighted value significantly higher (this could be between 6-10 points). Consider this as a premier incentive to taking the course. But also note, straight A's are highly unlikely, but consistent B and C scores carry much the same weight as A scores due to the college-level rigor. Students who earn grades that are less than the minimum 60 avg awarded by the school each marking period are NOT eligible for "the bump," or a weight attached to the grade.

Grades—Effort is the number one factor in whether or not Mr. Barratt supports a student whose grade falls just shy of a particular letter grade. A 69 failing mark remains so if the student took little action.

Cell Phones—keep them out of sight and out of the classroom. There is no need to use a cell phone in school.

Reminder - You will be reminded of the school policy when a cell phone is seen in use. One reminder is enough.

Referral - If it appears a second time, Mr. Barratt will call home and send a referral to the administrator.

Removal - If the teacher must ask a third time, you will be sent to the administrator, and asked to leave class.

Contracts—Mr. Barratt asks that students and parents sign a contract that indicates they understand classroom and school policies and procedures for the school year. A student-teacher contract is available for textbooks and making up tests/quizzes.

Copying Work—Students who are found to be copying another student's work (oftentimes at the start of class when they forgot their homework or when they don't know how to respond to something like a Do Now question) will receive a zero, **AND** the student who provided the work will **ALSO** receive a zero. Plagiarism.

Dress Code—In accordance with the student handbook, the dress code will be enforced, and students who fail to uphold it will be pulled from class by corridor aides. Mr. Barratt follows this school policy in his classes.

Due Dates—Homework is due the next class. Assignments like projects that have a longer time frame indicate plenty of opportunity to ensure it is done on the due date. Late points will heavily affect a late project each calendar date it is missing. After a full week, the project is no longer accepted.

Due Dates, (Absences On)—Students will need to make contact to Mr. Barratt via email or at school if they are absent the day a project is due. Otherwise, Mr. Barratt assumes the project is late and the student is taking extra time to work on it, an action that is clearly unfair to the students who are present with a completed project.

Extra Credit Opportunities—Extra credit in AP World is possible by scoring higher than a 7 on any essay. Students will also be extended the opportunity to participate in History dept. contests and review activities.

Fire Drills/Assemblies—Please walk single file out of room, following signs in exiting building, and stay together as a class. If you arrive back to class any later than three minutes after the main body of the class, a discipline referral will be written. Mr. Barratt must take role while outside so please be nearby.

Folders—You must keep all graded and completed work in a folder to prepare yourself for the midterm and final exams. Do not throw things out as you go, because you will have less to study from. It is expected that you maintain a structured and well-organized binder based on all of the units of study.

Handing Back Work—Student volunteers can help pass back completed work at the period's end. Time will be made to review important material, especially test grades. All test grades will remain in student portfolios.

Making Up Zeroes—There are no makeups for missed assignments in AP World History. Be prepared for class with your work and earn a grade; there are no exceptions. There is no room for going back for half credit.

Materials—Please ask Mr. Barratt before using crayons, colored pencils, markers, rulers, or any other supplies from the cabinets. Do not help yourself.

Notebooks—You are expected to take great notes, keep an organized notebook, and create detailed outlines. An organized notebook is the best way to prepare for the AP exam. A heavy duty binder is expected in class.

Parents—Mr. Barratt will be in touch with them frequently to describe how the class has been going and especially to keep them aware of how well you are doing. We will work together to make sure you are doing the best you can. Mr. Barratt will call home for positive reasons just as much as for behavior/grade issues. Parents will have access to all student grades through the Parent Portal of the teacher's online gradebook.

Plagiarism—Every student should be making the effort every time in writing their work in their own words. Research assignments that display factual knowledge from other sources should be paraphrased in the student's own words, with proper citation in the MLA format offered to the author. Any assignment found to contain a significant portion of plagiarized work will be singled out for further review and discussion in a meeting between student, teacher, administration, and parents, and risk losing 50% credit or earn a zero. This includes work from your own fellow classmates!! Such infractions are taken very seriously at the college level.

Progress Reports—These will be periodically distributed for students to bring home and have parents sign. This is meant to facilitate communication and update all parties on current grade avgs. Failure to have one signed will result in a voiding of any extra credit earned in a given marking period.

Raise your hand—Mr. Barratt will not address anyone who speaks out. Act responsibly and Mr. Barratt will call upon you. If another student is speaking about something, do not be rude and have a conversation.

Student Advocacy Program—Available to students after 1:49pm as an opportunity for extra help each week. Students will be expected to attend weekly for extra help as per teacher request or to complete quizzes.

Student Portfolio—This will serve as a collection of all your assessment grades. Check it for your progress. It will serve as an important indicator of your progress throughout the year.

Summer Assignments—Expected of AP students prior to the start of studies in the fall semester, these will stress historical skills needed in the course as well as preview writing expectations for the student all year. They will constitute significant summative assessment scores for the 1st MP. Students who fail to complete them or submit them incomplete or late receive grade consequences. The student should be aware however, that no matter what score is earned on the assignments, they constitute a small weight of the overall course, and should not be deemed a reason to drop the course.

Tardies—If you are late to class repeatedly, there will be consequences of both a disciplinary and academic nature. Students who miss a quiz or Do Now assignment are not eligible to make it up, thus affecting one's grade. Be prepared for class. As for discipline, students who are late three times receive a detention, with every tardy following to earn another detention. Please ensure you're in the classroom prior to the end of the bellring.

Test/Quiz Makeup—If you miss a test or quiz, or miss work prior to it, Mr. Barratt will give you a contract to fill out that gives you extended time to make up these responsibilities. Failure to do so results in zero grades. At no point will students have the opportunity to re-do or re-take any test they did poorly on. Preparation is key.

Textbooks—Must be maintained neatly, never thrown or dropped, and returned by year's end. Fines given.

Website—There will be no excuses in regards to missed work or misunderstood due dates when a class website that is updated on a daily basis is available to students. <http://www.longbranch.k12.nj.us/Page/7767>

F. Discipline

1. Warning
2. One-on-One Conference
3. Detention earned (see explanation)
4. Removal from class
5. Calls home made for #'s 3-5

Detentions—Will be given to students to make up time for inappropriate behavior. A detention lasts 30 minutes, of which 10 minutes can be erased if you bring in the Detention Form signed by a parent. The detention must be made up in the time period given, and makeup work should be completed during this time.

G. Course Content / Schedule

Unit 1 –The Global Tapestry 1200-1450 (Assessment Weight = 8-10%) [2 weeks: Sept 2019]

Key Concepts:

- 1.1 Developments in East Asia
- 1.2 Developments in Dar al-Islam
- 1.3 Developments in South and Southeast Asia
- 1.4 State Building in the Americas
- 1.5 State Building in Africa
- 1.6 Developments in Europe
- 1.7 1200-1450 Comparisons

Unit 2 – Networks of Exchange 1200-1450 (Assessment Weight = 8-10%) [2 weeks: Sept-Oct 2019]

Key Concepts:

- 2.1 The Silk Roads
- 2.2 The Mongol Empire and the Making of the Modern World
- 2.3 Exchange in the Indian Ocean
- 2.4 Trans-Saharan Trade Routes
- 2.5 Cultural Consequences of Connectivity
- 2.6 Environmental Consequences of Connectivity
- 2.7 1200-1450 Comparisons

Unit 3 – Land-Based Empires 1450-1750 (Assessment Weight = 12-15%) [4 weeks: Oct 2019]

Key Concepts:

- 3.1 Empires Expand
- 3.2 Empires: Administration
- 3.3 Empires: Belief Systems
- 3.4 1450-1750 Comparisons

Unit 4 – Transoceanic Interconnections 1450-1750 (Assessment Weight = 12-15%) [4 weeks: Nov 2019]

Key Concepts:

- 4.1 Technological Innovations
- 4.2 Exploration: Causes and Events
- 4.3 Columbian Exchange
- 4.4 Maritime Empires Established
- 4.5 Maritime Empires Maintained and Developed
- 4.6 Internal and External Challenges to State Power
- 4.7 Changing Social Hierarchies
- 4.8 1450-1750 Continuity and Change

Unit 5 – Revolutions 1750-1900 (Assessment Weight = 12-15%) [4 weeks: Nov-Dec 2019]

Key Concepts:

- 5.1 The Enlightenment
- 5.2 Nationalism and Revolutions
- 5.3 Industrial Revolution Begins
- 5.4 Industrialization Spreads
- 5.5 Technology of the Industrial Age
- 5.6 Industrialization: Government's Role
- 5.7 Economic Developments and Innovations in the Industrial Age
- 5.8 Reactions to the Industrial Economy
- 5.9 Society and the Industrial Age
- 5.10 1750-1900 Continuity and Change

Unit 6 – Consequences of Industrialization 1750-1900 (Assessment Weight = 12-15%) [4 weeks: Jan 2020]

Key Concepts:

- 6.1 Rationales for Imperialism
- 6.2 State Expansion
- 6.3 Indigenous Responses to State Expansion
- 6.4 Global Economic Development
- 6.5 Economic Imperialism
- 6.6 Causes of Migration in an Interconnected World
- 6.7 Effects of Migration
- 6.8 1750-1900 Causation

Unit 7 – Global Conflict 1900-Present (Assessment Weight = 8-10%) [4 weeks: Feb-Mar 2020]

Key Concepts:

- 7.1 Shifting Power
- 7.2 Causes of WWI
- 7.3 Conducting WWI
- 7.4 The Economy in the Interwar Period
- 7.5 Unresolved Tensions after WWI
- 7.6 Causes of WWII
- 7.7 Conducting WWII
- 7.8 Mass Atrocities after 1900
- 7.9 1900-Present Causation

Unit 8 – Cold War and Decolonization (Assessment Weight = 8-10%) [4 weeks: Mar 2020]

Key Concepts:

- 8.1 Setting the Stage for the Cold War and Decolonization
- 8.2 The Cold War
- 8.3 Effects of the Cold War
- 8.4 Spread of Communism
- 8.5 Decolonization
- 8.6 Newly Independent States
- 8.7 Global Resistance to Established Order
- 8.8 End of the Cold War
- 8.9 1900-Present Causation

Unit 9 – Globalization (Assessment Weight = 8-10%) [4 weeks: Mar-Apr 2020]

Key Concepts:

- 9.1 Advances in Technology and Exchange
- 9.2 Technological Advances and Limitations: Disease
- 9.3 Technological Advances: Debates about the Environment
- 9.4 Economics in the Global Age
- 9.5 Calls for Reform and Responses
- 9.6 Globalized Culture
- 9.7 Resistance to Globalization
- 9.8 Institutions Developing in a Globalized World
- 9.9 1900-Present Continuity and Change

H. Course Themes and AP World History

Students in this course must learn to view history thematically. This AP World History course is organized around four overarching themes, with a fifth theme of cultural patterns broken down into artistic achievement, religious views, and technological advancements. These themes serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “PARTIES” acronym.

Political--State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

Achievement and legacy of culture or civilization

- The arts and architecture
- Innovation
- Reputation gained in context of time and versus peer groups

Religious--Views on how human life makes sense

- Religions
- Belief systems
- Philosophies and ideologies

Technological--Development and interaction of cultures

- Science and technology
- Problem solving
- Innovation

Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

Economic--Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

Social--Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

I. Four Historical Thinking Skills

In addition to themes, the AP World History course addresses 4 historical thinking skills. Each skill component defines the skill from the perspective of a professional historian and describes the desired proficiency for high achievement in an introductory college-level history course (what students should be able to do to demonstrate each skill component and how students can develop this level of proficiency):

- Crafting historical arguments from historical evidence
(Historical argumentation, Appropriate use of relevant historical evidence)
 - ✓ Example: Learning to develop and write a valid thesis statement
- Chronological reasoning
(Historical causation, Patterns of continuity/change over time, Periodization)
 - ✓ Example: Writing a change over time essay
- Comparison and contextualization
 - ✓ Example: Point of view analysis of sources and comparative essay writing
- Historical interpretation and synthesis
 - ✓ Example: Writing a document-based essay question

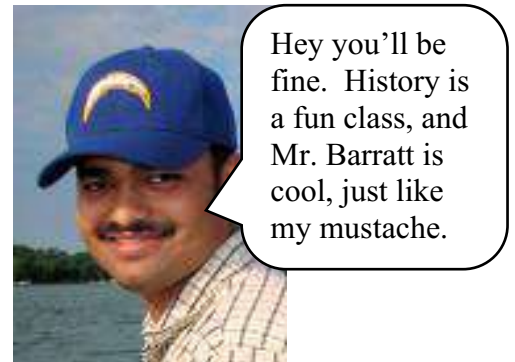
J. Class Needs

The following items will become very important for you to utilize throughout the school year. They are required for this class. An initial checkpoint in the 1st MP will be conducted to be sure you have them, and bi-weekly checkpoints will occur all year long to see that you are keeping up with the progression of history, its time periods, and its myriad of cultures. Please get the following ASAP:

1. **Three-Ring Binder** – This will be the most important item needed in this class. It will contain everything by year's end and will be needed for each class. You may need a second one if you fill up the first.
2. **Notecards** – These will become very helpful and necessary for vocabulary practice. Having a dozen packs will get you through the year. Unit checkpoints will stand as Formative grades at the end of each unit.
3. **Book Cover** – To cover the school textbook. Whether homemade via brown bag or purchased, these textbooks are the last supply from a decade of studies. Avoid fines for damage.
4. **Folders** – The binder will contain nearly all of the work we do, but folders will be useful for organization. Better yet, if they have holes and can be placed into the binder, life becomes easier.
5. **Highlighters** – Besides the usual writing utensils, having highlighters becomes important for text analysis. Please keep a few with you. Multiple colors can be designated to different topics/themes.
6. **Internet Access** – This is a necessity, and we are blessed to have free access here in school and at the public library. If you have access at home, certain websites will become particularly valuable to become familiar with, especially for maintaining an historical course timeline and accessing course material.
7. **SAP Attendance** – You must make commitments to attend SAP at least once a week, either for the purposes of quiz completion, or because Mr. Barratt asks you to stay for additional tutoring and support. With this in mind, you are asked to orient your schedule to account for SAP period as part of the school day.
8. **Supplemental Study Resource** – Highly recommended, though not required, is an additional book one can purchase online or in stores. There are many different types, but be sure to get the one you feel will help you practice and review the material best. It should be aligned for the AP World History 2019 exam.

K. Support

1. Check www.longbranch.k12.nj.us for Mr. Barratt's class site: <http://www.longbranch.k12.nj.us/Page/7767>
2. Visit Room 107 after school for Student Advocacy Program.
3. Attend the Homework Club after school for tutoring.
4. Utilize resources outside of the classroom to prepare for AP test.



L. AP World Exam – Thurs May 14, 2020