

AP World History Course Information

Instructor: Mr. Collin Ray

Collin.Ray@lcps.org

Office Hours: I am available most mornings for drop-in assistance; however, it is recommended that you make an appointment ahead of time to meet either before or after school to ensure I will be available.

Room: 186

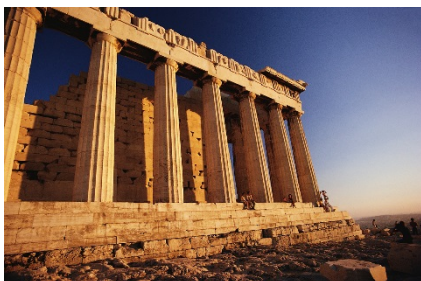
Welcome! This upcoming year will prove to be an exciting and challenging one. As the newest group of students to take AP World History, we hope to build upon the successes of the last few years. For most of you, this will be your first AP class. You will quickly find that this class will require a level of critical thinking and historical analysis that you have not yet reached. You can reach it, but it will require a **commitment** from you. Make this commitment and you will succeed!



Goals of the Course

The goals of the course are to provide skills, information, and tools for historical analysis of the world historical experiences of humanity. In specific terms:

1. Students will be expected to have a basic literacy in world historical information so that they can discuss important trends and developments, using specific names, terms, and concepts accurately.
2. Students will be expected to discuss critically a series of issues involved in the study of world history and to write short executive summary essays in which their conclusions are defined, explained, and proven.
3. Students will be expected to write longer interpretive essays presenting sustained and informed analysis of a topic.
4. Students will also be working towards goals that will prepare them for both college and the work place – communication, critical thinking and problem solving, collaboration, and ethical and civic responsibility.



At the end of the year, students will be able to place major figures and movements from around the world into a broader interpretive context. This does not mean that students will be expected to have expert knowledge in everything, but rather, that they will have a sufficiently broad understanding of world historical dynamics to be able to place anything in a broader global context.

Course Content

One common misconception about AP World History is that it has to cover everything, even the small details of every culture that other history courses do not cover. We do not expect a European Civilization course to give the details of the history of every country in Europe; instead, we expect coverage of European issues and trends. Similarly, for world history, we will not cover the specifics of every society, but rather we will try to develop a sense of the world historical significance of developments and events.

This will involve us quite often in efforts of "interpreting the interpreters." Some of our primary sources (referenced in the syllabus) will be materials showing different interpretations and perspectives. We will also be looking at materials written by actors in world historical developments.

The Nine Historical Thinking Skills

In addition to gaining content knowledge, students will be learning ways to process and assess what they have learned in the following ways;

1. Analyzing Evidence: Content and Sourcing
2. Interpretation
3. Comparison
4. Contextualization
5. Synthesis
6. Causation
7. Patterns of Continuity and Change Over Time
8. Periodization
9. Historical Argumentation

AP World History Themes

AP World History is based on several themes. Students will use the following themes to help organize the content in a way in which will provide clarity and help with retention.

Theme 1: Interaction 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



Class Activities

We will be breaking down each topic into different learning processes each day. Classes will alternate between lecture and class discussion, seminars and hands-on activities, and reading and writing sessions.

Students will use selected readings to analyze evidence and interpretations presented in historical scholarship. For example, after reading a selection on European exploration, students will engage in a class discussion that focuses on the lack of consensus amongst historians about the primary motivation of exploration. Students will also conduct simulations, debates, and artifact analysis that focus on multiple historical perspectives.

Essay Writing

As part of regular class and homework assignments, students will answer essay questions that require them to analyze and synthesize historical concepts based on historical evidence. Every answer must have a valid thesis that illustrates analysis and synthesis as well as sufficient supporting factual evidence.

Students will also write a variety of timed essays dealing with comparison, causation, and continuity and change over time and two document based question (DBQ) essays during the school year. Each quarter students may be required to write AT LEAST ONE essay either before or after school on designated days. These essays are designed to help prepare students for the AP exam and will be evaluated using current operational rubrics that are used to grade the actual AP exam questions.



Title of Textbooks

(1) *The Essential World History, 7th Edition* – Duiker and Spielvogel. 2014. Wadsworth/Thomas Learning.

(2) *World History: Preparing for the Advanced Placement Examination, 2018 Edition* – An AMSCO Publication. 2018. Perfection Learning Publishing.

Students have been issued a copy of the textbook and are responsible for keeping it in good condition. If lost or damaged, students will be assessed a financial obligation of \$137.20 to replace the book.

Required Readings – outside readings to be done through the course of the year

Supplies

Spiral Notebook (100 minimum) – ONLY for use for AP World!!!!

3 Ring Binder

Dividers

Pen – blue or black ink is REQUIRED / Multi-colored pen is recommended

Pencil with an eraser

A few highlighters in different colors

FACIAL TISSUES – each student must supply ONE box to share

AP Prep Book (we recommend purchasing your own copy of the AMSCO book - see above. You may purchase these through your teacher for \$22 or online. While this is not required, it is highly recommended.



Daily Requirements

- (1) Each day, students are required to bring the materials listed.
- (2) Attend class regularly.
- (3) Be on time for class (*please be in your seat when the bell rings, ready to go).
- (4) Complete all class work and homework assignments.
- (5) Participate in class responsibly.
- (6) Take all exams and quizzes.



(7) Assume responsibility for promptly making up all work missed. All assessments (tests/quizzes/essays/etc.) **SHOULD** be made up within ONE WEEK of your return to school. If you fail to make up this missed work, you will automatically receive a ZERO for the assessment UNLESS prior arrangements are made to complete the assignment.

Grading Scale:

A+	98-100	B+	87-89	C+	77-79	D+	67-69
A	93-97	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	0-59



Your Quarter Grade (based on weighted scores):

Tests / Final Exam	40%
Essays / Writing Assessments	25%
Textbook Chapter Assessments (quizzes, etc.)	20%
Projects	15%

Communication

My Broad Run website or Google Classroom is always updated, in addition, some assignments will be posted on the Vision Portal. If you are absent you should refer to your unit calendar or contact someone you know from class and then consult the website/Google Classroom and Vision. You should be ready to continue with the class upon your return unless you've been too ill to get the work done. Please email me if you have any questions or concerns.

Parents

Your child will be successful in this course if you keep the lines of communication with them open. They will have homework every night - mostly assigned reading and note taking. They should be spending AT LEAST two hours for each chapter assigned (many students will require more time to read the chapter for understanding). My advice is to do half the reading the first night and half the second. They need to get an AP World History Prep book and flashcards (I recommend AMSCO for the Prep Book and Barron's for the flashcards, which are available online or at most book stores - some sets of flashcards are available for check-out from me as needed). Most students that have scored a 5 on the exam have used these helpful resources. Although I encourage your students to advocate for themselves, please do not hesitate to contact me. I am looking forward to a great year!

AP World History

After reading the Course Information above, please sign and return ONLY the NEXT page to your instructor.

Students

I have read the above information and understand its contents. I know that if I have questions regarding the course, its requirements, or the grading policy, I should contact the instructor immediately by email to set up a conference.

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The Absolute Most Important Information in this Entire Course Description

You the student, as a person, are my top priority as a teacher. Due to the rigor of the course, and the fact that students are often taking multiple rigorous courses on top of other school and community activities, a high degree of stress can develop. While stress is normal, it should never be suffocating. Students should first and foremost know that the language of our classroom is one of love and laughter. Their wellbeing matters more to me than any test score could ever mean. Students should know that my door is always open to them and I am here to listen and provide as much support as I can. Just the same, parents should know that I am always available to talk. If the workload of the course becomes overwhelming, students should talk to me individually so that we can strategize how to make things work while also accomplishing the objectives of the course. AP courses are not for everyone and there is no shame in electing to take a different level of the course. AP courses do not define who you are as a person, what type of colleges you will be able to get into, or you as a student. Sometimes, at absolutely no fault of our own, the weight of the stress and emotions in our lives become overwhelming. Students should know that myself and every person in the school, especially our Guidance Counselors, are always willing to listen. However, if you do not feel comfortable talking with one of us, a few important numbers that you can utilize 24/7/365 are:

Crisis Text Line: Text HOME to 741741

Every texter is connected to a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving.

TrevorText for LGBTQ Youth: Text TREVOR to 202-304-1200

TrevorText is a confidential and secure resource that provides live help for LGBTQ youth with a trained specialist.

The National Suicide Prevention Lifeline 800-273-8255

A national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress.

Print Student Name

Print Parent/Guardian Name(s)

Student Signature

Parent/Guardian Signature(s)

Date

Date

Parents: From time to time, you and/or I will find it necessary to discuss your student's progress in this class. However, with all electronic correspondence, security issues must be considered. Therefore, I need your permission to discuss grades via e-mail.

By checking this box, I agree to discuss my student's grades via e-mail.

Parent/Guardian Name: Mr./Mrs./Ms. _____

My email address is: _____
(Please Print Your Email Address Clearly and Legibly)

Parent/Guardian Name: Mr./Mrs./Ms. _____

My email address is: _____
(Please Print Your Email Address Clearly and Legibly)

AMSCO Book Order Form

If you would like for us to purchase the AMSCO review book for your student, please attach a check made out to Broad Run High School in the amount of \$22 (this will include the cost of the book and shipping). Due to shipping costs this may be slightly cheaper than ordering the book on your own.

Attach check here:
