

Franklin High School
AP World History: Modern
Course Description

Website: bit.ly/Kate_Moore_FHS
Remind: Period 4: Text @apwhp4km to 81010
Period 8: Text @apwhp8km to 81010

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In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. Students explore six themes throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will also learn to write to demonstrate their historical thinking skills. Students will be able to show their mastery of the course goals by taking the AP World History Exam on May 14, 2020.

AP Historical Thinking Skills

Skill 1: Identify and explain historical developments and processes

Skill 2: Analyze sourcing and situation of primary and secondary sources

Skill 3: Analyze arguments in primary and secondary sources

Skill 4: Analyze the context of historical events, developments and processes

Skill 5: Using historical reasoning processes, analyze patterns and connections between and among historical developments

Skill 6: Develop and support an argument

Course Text and other Reading

Bentley and Ziegler. 2017. *Traditions and Encounters: A Global Perspective on the Past*, 6th ed., AP Edition. United States: McGraw-Hill.

AMSCO. 2019. *World History: Preparing for the Advanced Placement Examination*. 2019 Edition. Iowa: Perfection Learning.

Primary Sources

Reilly. 2013. *Worlds of History: A comparative reader*. Vols. 1 and 2. Bedford/St. Martins.

Sterns. 2011. *World Civilizations: The Global Experience*, sixth edition. Pearson.

Stayer. 2011. *Ways of the World: A Global History with Sources*. Bedford/St. Martins.

Document-Based Questions released by College Board

Various internet sources for visuals (art, political cartoons, and photos)

Course Requirements:

Students enrolling in this course should be aware that AP classes are taught and graded at the college level, and that they significantly exceed the demands and expectations for non AP classes. The standards for this course are rigorous in order to prepare students for the College Board's AP exam, given each year in May. AP is accepted by more than 3,600 colleges and universities worldwide for college credit.

Students will keep a spiral notebook of 100 sheets or more of **college-ruled paper**. The notebook will be organized by units of study with notes and activities.

Class activities will be a mix of discussions, lecture, interactive group problem solving, and film. Students are expected to come to class prepared for discussions of texts and to have read assigned readings and formulate their analysis prior to class. In order to follow a strict pacing guide, class time is not spent trying to cover every last detail in the curriculum; AP students are able to master these facts using textbook and supplemental readings, reading and lecture notes, homework assignments and study guide outlines.

Expect to read up to one to two chapters from *Traditions and Encounters: A Global Perspective on the Past* per week in addition to supplemental primary and secondary sources. There may be reading questions or some type of note taking assigned with each unit of study.

Students will also write timed essays throughout each period of study and will be required to write essays that are either cause-effect, comparative, continuity-change over time, or document-based questions similar to those found on the AP World History test.

Students will be required to complete Personal Progress Checks online prior to each unit exam via AP Classroom. This may be completed in class or assigned as homework.

Examinations are rigorous. They are designed to give students frequent experience with the types of multiple-choice questions, free-response questions, and document-based questions that appear on the AP World History Exam. Frequent exams ensure students are keeping up with class assignments and provide a consistent check for understanding. Throughout the year there will be two types of exams given.

- **Unit Exam:** At the conclusion of each period/era there will be a comprehensive test similar to the AP World History test students will take in May. Exams may consist of between 1-2 units of study.
- **Reading Quizzes:** Due to the significant amount of material students are required to master in AP World History, outside reading is an integral and required part of the course. There will be reading quizzes over every topic. Students will be allowed to use chapter outlines and chapter reading guides on the quizzes.

Suggestions for Students and Parents:

Preparation for the AP World History Exam in May is the student's responsibility. It is important for students to recognize that the best test preparation is daily preparation. No amount of preparation in May can compare with the benefits realized from a steady, on-going effort beginning in September.

Classroom Success. There is no substitute for reading. Other aspects of preparation enhance understanding and learning, but a student must read to be prepared for this class and for the types of tests and evaluation that go with it. The textbook is a college text. The course moves very quickly, so preparation and attendance are essential. The single most important contributor to a student's success in this class is whether he/she completes each reading assignment on time and taking appropriate notes on guided reading questions or theme organizers. For students taking an Advanced Placement class for the first time, it is particularly important to realize that material covered in September will be on the exam in May, so faithful preparation throughout the year is imperative.

Devotion to Reading. Reading is assigned for every week until the textbook is finished in April. The reading may seem difficult at first, but students should be able to adapt and develop the skills needed in class as time progresses. Students should read EVERY NIGHT. It is much easier to read 5 to 8 pages each night than it is to read 25 pages on the weekend.

Talk about it. Parents and students are encouraged to discuss this course – the more the student discusses the material, the better they will understand it. Reading the material aloud is a good way of rehearsing the material as well.

Plan Ahead. Students will have a schedule of reading assignments and quizzes to be able to plan ahead for other classes and extracurricular activities. Waiting to do assignments or reading at the last minute causes extra stress.

Grading Policy:

25% Daily work, homework, student notebook, etc.

30% Writing

30% Unit Exams/Final

15% Quizzes

The AP Exam provides parents, students, and college admissions committees a nationally standardized basis for evaluating performance. The grading is rigorous with scores of 3 or above representing college-level performance. Many colleges only recognize scores of 4 or 5; however, some recognize a score of a 3. You must contact each college individually to see what score they accept for college credit. All students are expected to take the APWH exam in May. Fee waivers are available if the fees are a burden.

Course grading is intended to reflect potential AP exam performance; therefore, it is not uncommon for students to perform a full letter grade below that of previous regular or honors courses. Nevertheless, more rigorous grading often comes as a shock to parents & students, especially those accustomed to high grades. Most students (especially sophomores) do not start the school year college ready. Students often find that their learning strategies break down and they need to adopt new strategies and study habits. The strategies and habits are just as important as course content. Most students adjust by the end of the first quarter, and grades rise accordingly.

Due Date, Quizzes/Tests, and Late Work Policy:

1. Late daily work/homework may receive less credit.
2. Major assignments (essays, long-term assignments, projects, except the notebook) will be accepted up to 2 weeks after the original due date.
3. If the student misses the due date of an essay, quiz/test, or assignment because of an unexpected, but excused absence (sickness, emergency, etc.), the essay, quiz/test, or assignment is due the day after you return to class. (There may be exceptions to this rule, but you need to discuss them with me.)
4. Assignments must be received by the end of the school day on the date due or they will be marked late.

Materials for Class: Students are responsible for bringing the following materials to class each day:

1. Daily Interactive Notebook--a college-ruled, **spiral** notebook with a minimum of 100 pages. extra college-ruled paper
2. Highlighters (it is good to have a set with 6 colors for text marking)
3. Glue sticks
4. Black or blue ink pens

All of these materials are available to borrow in class if a student does not or cannot bring their own.

Cell Phone Policy: It is expected that **cell phones will be silent and put away for the duration of class**. Because this is a rigorous academic class, students will need to be focused on the activities at hand, and cell phones are a constant distraction and divider of attention. In addition, **ALL cell phones will be collected and stored in a locked cabinet location during all quizzes and tests**. The College Board requires that we use stringent safeguards for their materials, and the useful, but tempting, ability to photograph those materials and share them makes this policy necessary. **Please note that any student who uses a cell phone during any quiz or test will receive a zero for that assessment.**

If there is an emergency, or a parent must contact a child during their AP class, please call the office at 503-916-5140 and ask to be connected directly to Room M-221.

Differentiation/Accessibility Strategies and Support (TAG, ELL, SpEd, other):

In general, there are many aspects of the AP World History course that lend themselves to differentiation for students with a variety of skills and needs.

- **Special Education:**
Accommodations indicated by the Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and additional time to write.

- **ELL/ESOL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD)

- **TAG**

As stated earlier, AP World History is designed as a college-level course that lends itself most readily to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work beyond their current ability, if so desired, and include levels of questions, open-ended writing prompts, small group work, and other critical thinking exercises.

Statement of Purpose

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code exists to uphold and reinforce values that are central to our tradition of excellence.

Definitions

Academic dishonesty includes these three main violations:

1. **Plagiarism** is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.

2. **Cheating** can take many forms, such as:

- Using disallowed notes, copying/paraphrasing homework, or looking at someone's paper during an exam.
- Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
- Discussing tests from previous courses or class periods with someone who has not yet taken the test.
- Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online, or receiving unreasonable assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.

3. **Failure to notify** is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone's responsibility to ensure that cheating of all kinds is reported and addressed fairly.

Consequences

All instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an **automatic zero** on the assignment and a call or email to parents. If it is a first offense, the student will be required to complete an alternate assignment that demonstrates the skill assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism. The teacher will also follow school rules regarding academic dishonesty and write a referral if indicated.

BEHAVIORAL EXPECTATIONS: At Franklin HS, in addition to following all school rules, we expect staff & students to:

Strive to be...

Thoughtful – We celebrate the diversity and recognize the varied learning needs of our peers.

We put time and effort into our work.

We are engaged in the classroom and learn bell-to-bell.

We process complex issues with care.

Respectful – We respect the diverse learning needs of our peers.

We follow directions and class norms.

We do not use racist, sexist, or homophobic language of any kind.

We keep distractions, (e.g., electronic devices) off and away in class, unless otherwise directed.

Organized – We are present and on time for class.

We bring all necessary materials.

We keep track of assignments, deadlines, and activities.

Neighborly – We only leave class when we have a hall pass.

We treat the learning environment with care.

We clean up after ourselves.

We help when we see a need.

Generous – We share our resources with each other.

We offer a fresh start to staff and ourselves.

We help each other when needed.

Consequences:

If problems come up as a result of a disregard for the behavioral expectations, these are the steps that will be taken:

1. Warning
2. Teacher/Student Conference (private)
3. Parent Contact
4. Written Referral to Vice Principal
5. A conference with the student/parent/school administrator

PARENT COMMUNICATION: If you have any questions or concerns, please contact me. I can be reached via email at kmoore@pps.net or you may call and leave a message at 503-916-5140, ext. 84430. I will reply to your message as soon as possible.

PLEASE SIGN AND RETURN THIS PAGE BY SEPTEMBER 18, 2019

AP World History: Modern

Kate Moore

Student Name (please print): _____

Period _____

We have read and understand the course information and classroom expectations for this course.

Comments:

Student signature

Parent (s) or Guardian (s) signature

Date

Parent(s) or Guardian (s) telephone

Email