



## Course Syllabus

Franklin High School		2020-2021
<b>Course Overview</b>		
<u>NOTE:</u> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Advanced Placement Modern World History		
Instructor Name: Rachel Draper	Contact Info: rdraper@pps.net	
Grade Level(s): 10-12		
Credit Type: Social Science	# of credits per semester: 1	
Prerequisites (if applicable): None		
<p>General Course Description: Advanced Placement World History is a rigorous, yearlong, college-level course that examines history from approximately 1200 CE to the present day. The course aims to develop a greater understanding of the evolution of global processes and contacts, including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This course is designed to give students the knowledge and analytical skills needed for intermediate and advanced levels of historical study at the college level. This course centers around six themes that will develop the students' historical skills. Students will be able to show their mastery of the course goals by taking the College Board AP World History Exam in May 2021.</p>		
<p><u>Prioritized National/State Standards:</u> College Board Historical Thinking Skills for AP World are:</p> <p>Skill 1: Identify and explain historical developments and processes</p> <p>Skill 2: Analyze sourcing and situation of primary and secondary sources</p> <p>Skill 3: Analyze arguments in primary and secondary sources</p> <p>Skill 4: Analyze the context of historical events, developments and processes</p> <p>Skill 5: Using historical reasoning processes, analyze patterns and connections between and among historical developments</p> <p>Skill 6: Develop and support an argument</p>		
<b>Course Details</b>		
<i>Learning Expectations</i>		
<b>Materials/Texts</b>		
Bentley and Ziegler. 2017. <i>Traditions and Encounters: A Global Perspective on the Past</i> , 6th ed., AP Edition. United States: McGraw-Hill.		
AMSCO. 2020. <i>World History: Preparing for the Advanced Placement Examination</i> . 2020 Edition. Iowa: Perfection Learning.		



Reilly. 2013. *Worlds of History: A comparative reader*. Vols. 1 and 2. Bedford/St.Martins. Additional primary and secondary sources will be provided throughout the course.

**Course Content and Schedule:**

The course will meet twice per week for 75 minutes and additional small group or asynchronous sessions as scheduled by the teacher. All meeting times and links will be provided on canvas while students are engaged in distance learning.

Students enrolling in this course should be aware that AP classes often have a challenging workload. 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. The notebook will help the students study for the AP exam as well as class unit exams.

Class activities will be a mix of discussions, lecture, interactive group problem solving. 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 weekly from either *Traditions and Encounters: A Global Perspective on the Past* or *AMSCO 2020* 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 be writing timed essays throughout each period of study and will be required to write essays that are either comparative, continuity-change over time, or document-based questions similar to those found on the AP World History test.

**DIFFERENTIATION/ACCESSIBILITY STRATEGIES AND SUPPORT:**

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, the notebook, reading quizzes, and culminating writing assignments from previous units of study. Formative (on-going), think-pair-share, oral questioning, Socratic Seminar, assessed to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, unit exams, culminating writing pieces (cause and effect, change and continuity overtime, persuasive, reflective, summary), and presentations.

**Students who need accommodations:**

Accommodations indicated by 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 extended 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), such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**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 ability, if so desired, and include levels of questions, open-ended writing prompts, small group work, and other critical thinking exercises.

Classroom norms and expectations:

**Google Meet Classroom Norms:**

- Mic off when not talking
- Camera on--as works for you
- Use chat or raise your hand if you have a question (emoji or physically)
- Be present (limit multi-tasking)
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Hold space for multiple perspectives & lived experiences

- Be patient and flexible

### **Classroom Expectations:**

**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.

**Organized** – We are present and on time for class.

We bring all necessary materials.

We keep track of assignments, deadlines, and activities.

**Neighborly** – 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 minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

- 1) Warning
- 2) Talk to you (privately, if possible). (Call/email home.)
- 3) Have a conference with you and school support teams. (Call/email home.)
- 4) Call/email home.
- 5) If these steps do not resolve the problem, I will refer to school policy and write a Level 1 or Level 2 referral.

### *Evidence of Course Completion*

Assessment of Progress and Achievement:

#### **Progress Reports/Report Cards (what a grade means):**

While remote learning is in place, grade entry will occur on synergy (i.e. student and parent view). The course grade is divided into the following categories:

Formative Assessments (40% of the overall grade): Formative assessments can include notebook checks, source analysis, small group work, personal progress checks, daily video activities and other formats to be determined by the teacher.

Summative Assessments (60% of the overall grade): Summative Assessments can include reading quizzes, Unit Exams and AP Writing Assessments (Short answer questions, Long essay questions and Document based questions).

The grading scale for the course is as follows:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: <59

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. Most 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 AP World History exam in May.

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

1. All work may be turned in late with no penalty while we are engaged in distance learning.
2. When any summative assessment is not completed by the student, they must speak with or email the teacher in order to be granted an extension.
3. When in person school resumes, 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 upon return or upon discussion of an alternate date with the teacher
4. While we are in distance learning, all formative and summative assignments may be revised. This will change to only summative assignments upon a return to in-person learning.

**Communication with Parent/Guardian**

If you have any questions or concerns about your child please contact me. I can be reached via email at [rdraper@pps.net](mailto:rdraper@pps.net).

Once we return to in-person learning, you may also call and leave a message at 503-916-5140. I will endeavor to reply to your message as soon as possible. Please note that the instructor is not able to access this voicemail during distance learning.

**Personal Statement and other needed info**

