Welcome to World History Advanced Placement, a.k.a. “WHAP”. This is a college level course with college level expectations. College Board sets the curriculum with the course and offers the course to high school students. Most high schools offer this course to sophomores and to any students as a senior elective; so the average age of students is 15-16 success is possible. The purpose of every AP course is to learn the curriculum and to pass the exam administered by College Board each May. You can earn college credit qualifying on the exam, by scoring a 3, 4 or 5. Every year graduating seniors leave high school with anywhere from 3 – 18 hours of college credit from taking AP courses and qualifying on the exams. Many of you have been taking Pre-AP courses. On the other hand, this class will be your first AP course. This course will require you to: read, write and think critically at a higher level.

You will be required to:
1) read and study on a daily basis
2) work on projects individually and in groups, outside of class
3) maintain notes and be prepared for weekly assessments
4) turn all assignments in on time, late work is not accepted
5) participate in small group and class discussions and Socratic seminar

Skills you will learn and/or improve upon: reading, writing (short-answer, long-essay writing, document-based question), time management, organization, effective and efficient note-taking, summarizing, analyzation, contextualization, comparison, change & continuity, cause & effect and many more.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes the relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

(from: AP World History Course Description, College Board AP Central)

It is critical for you and your parents to recognize this as a college level course and that it will be taught and graded accordingly. By enrolling in this course, you are acknowledging your willingness to assume the extra demands required for success in an advanced placement course. It will require extensive outside preparation on your part. The most important contribution to your success will be your willingness to complete all reading assignments. As a sophomore, this will be the toughest course you have taken thus far, but I strongly urge you to stick with it.

Remember, this is a new, challenging learning process and I am confident you can be successful if you are willing to put forth the required effort. I will make every effort on my part to help you succeed, teaching what you need to know about content and writing. In addition to preparing for the AP exam, this course is designed to give you the skills needed to be highly successful as a college student. In preparation for the AP exam a strong emphasis is placed on writing skills as well as mastery of content. Assignments for this course are extremely challenging. The text is a college-level textbook and is written at a significantly higher reading level than a high school textbook. AP World History has a significantly large amount of reading assignments and students are expected to read daily in preparation for class. As an Advanced Placement course, the class is reading and writing intensive. (Please refer to WHAP Summer Reading Assignment).
WORLD HISTORY ADVANCED PLACEMENT EXAM

- Participation in the course = commitment to take the exam
- Every student registered for World History AP will be required to take the Exam in May, it is mandatory.
- Failure to register for the AP Exam by Spring Break will result in automatic removal from AP World History.
- The purpose of the course is to prepare you for the exam, if you do not plan to take this exam and give this course your best effort, drop this course.

Periodization of AP World History & Key Concepts:

I. Technological and Environmental Transformations, 8,000 B.C.E. to c. 600 B.C.E.
   I A. The Peopling of the Earth: 1.1, 1.2
   I B. Development & Interactions of Early People: 1.3

II. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.
   II A. Rise & Collapse of Classical Empires: 2.1, 2.2
   II B. Emergence of Interregional Trade and Communication Networks: 2.3

III. Regional and Transregional Interactions, c. 600 C.E. to c. 1450
   III A. Expansion & Intensification of Trade & Communication Networks: 3.1, 3.3
   III B. State-building: Europe, Asia, Africa & Americas: 3.2

IV. Global Interactions, c. 1450 to c. 1750
   IV A. The First Global Age: 4.1, 4.2
   IV B. Consolidation & Expansion of Empires: 4.3

V. Industrialization and Global Integration, c. 1750 to c. 1900
   V A. Ideologies and Revolutions: 5.1, 5.3
   V B. Western Dominance and Civilizations in Crisis: 5.2, 5.4

VI. Accelerating Global Change and Realignment, c. 1900 to the Present
   VI A. A Half-Century in Crisis: 6.1, 6.2, 6.3
   VI B. The Cold War and the Restructuring of the Post-War World: 6.1, 6.2, 6.3
   VI C. Crisis, Realignment & Globalization in the Post-Cold War World: 6.1, 6.2, 6.3
   VI D. Contemporary Issues in World History: 6.1, 6.3

WHAP THEMES

The Historical Thinking Skills answer the question of “How should world history be studied?” Another crucial question is, “How can I possibly remember all the ‘stuff’ I’ll learn?” Rather than try to create and memorize a boring list of 1,000 individual facts, APWH defines categories, called “Themes” that help you see the patterns referred to by the Historical Thinking Skills. Each of these themes are equally important, that is, they will be tested equally on the exam. This course prepares students for the AP Exam in World History and seeks to provide a survey of global history, with an emphasis on economic, social and political trends entering the modern era. The class takes a “survey” approach to historical interpretation. The focus is not on events, but rather on trends. Students are not expected to memorize all the facts, as they are to understand the processes, but there are still a certain number of people, places, and events that they are expected to learn. The focus of the course is always on understanding the larger implications of these details, being able to paint of global picture of world development over the last millennium, without placing too much emphasis on one geographic location.

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. You should be able to analyze the processes and causes involved in these continuities and changes. The FIVE overarching themes that serve throughout the course as unifying threads help put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions.
<table>
<thead>
<tr>
<th>Official Description</th>
<th>Simplified Paraphrase and typical questions this theme asks</th>
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<tbody>
<tr>
<td><strong>1. Interaction between humans and the environment</strong></td>
<td><strong>Human-Environment Interaction</strong></td>
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<tr>
<td>• Demography and disease</td>
<td>How do humans deal with disease?</td>
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<tr>
<td>• Migration</td>
<td>Where do humans live, and why do they live there instead of</td>
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<tr>
<td>• Patterns of settlement</td>
<td>somewhere else?</td>
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<tr>
<td>• Technology</td>
<td>How do humans use technology to help them live?</td>
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<td><strong>2. Development and interaction of cultures</strong></td>
<td><strong>Cultures</strong></td>
</tr>
<tr>
<td>• Religions</td>
<td>How do humans develop religion?</td>
</tr>
<tr>
<td>• Belief systems, philosophies, and ideologies</td>
<td>How do different societies use technology in relation to other</td>
</tr>
<tr>
<td>• Science and technology</td>
<td>societies?</td>
</tr>
<tr>
<td>• The arts and architecture</td>
<td>How do humans express themselves artistically?</td>
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<tr>
<td><strong>3. State-building, expansion, and conflict</strong></td>
<td><strong>Politics</strong></td>
</tr>
<tr>
<td>• Political structures and forms of governance</td>
<td>How do humans establish order, govern themselves, and create</td>
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<tr>
<td>• Empires</td>
<td>political “units”?</td>
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<tr>
<td>• Nations and nationalism</td>
<td>How do political units expand, and what happens when conflict</td>
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<tr>
<td>• Revolts and revolutions</td>
<td>arises?</td>
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<tr>
<td>• Regional, trans-regional, and global structures and organizations</td>
<td>What are the different types of political units around the</td>
</tr>
<tr>
<td></td>
<td>world?</td>
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<tr>
<td><strong>4. Creation, expansion, and interaction of economic systems</strong></td>
<td><strong>Economic Systems</strong></td>
</tr>
<tr>
<td>• Agricultural and pastoral production</td>
<td>How do humans create and manage resources to improve their</td>
</tr>
<tr>
<td>• Trade and commerce</td>
<td>quality of life?</td>
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<tr>
<td>• Labor systems</td>
<td>How do humans organize their work to maximize their efforts?</td>
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<tr>
<td>• Industrialization</td>
<td></td>
</tr>
<tr>
<td>• Capitalism and socialism</td>
<td></td>
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<tr>
<td><strong>5. Development and transformation of social structures</strong></td>
<td><strong>Social Structures</strong></td>
</tr>
<tr>
<td>• Gender roles and relations</td>
<td>How do men and women share the work?</td>
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<tr>
<td>• Family and kinship</td>
<td>How is the family structured, and what role does family play</td>
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<tr>
<td>• Racial and ethnic construction</td>
<td>in everyday life?</td>
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<tr>
<td></td>
<td>How does this society think of race and/or ethnicity?</td>
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<td></td>
<td>What are the differences between high- and low-ranking members</td>
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<td></td>
<td>of society?</td>
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**Notes:**

**Notes:**
AP WORLD HISTORY HABITS OF MIND/GOALS:

1. Crafting Historical Arguments from Historical Evidence: Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

2. Chronological Reasoning: Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

3. Comparison and Contextualization:
   - **Comparison**
     Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.
   - **Contextualization**
     Historical thinking involves the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

4. Historical Interpretation
   - **Interpretation**
     Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

Text & Resources


Resources: Student Workbook (Nystrom Atlas Activities, Chapter Guides, Vocabulary)

  • (Purchase at the beginning of the school year and follow its calendar!!)

PLAGIARISM

Merriam-Webster online defines plagiarize as follows: “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source”. Plagiarism is when you take someone else's work (another student, from a resource online, a teacher, and a published work), put your name on it, and claim it as your original work. Example: Copying an assignment from another student in your class period or another class period and turning it in; Copy and Pasting Outline Notes from an online source as your own Outline Notes. Plagiarism will not be tolerated in this course, you will receive a 0/Zero for the assignment and automatic removal from World History Advanced Placement.

CHEATING

Cheating will result in a 0/Zero for the assignment and automatic removal from World History Advanced Placement. Cheating is defined as the following but no limited to:

- ✿ Talking during a quiz or exam to another student
- ✿ Having your phone or smart device visible (includes your lap) during quiz or exam
- ✿ Plagiarizing an assignment
- ✿ Copying another student’s work product
GRADES

ﻫ There will be a minimum of 3 Major Grades (MG) and 4 Daily Grades (DG) every three weeks.
ﻫ Daily grades count for 50% of your grade and Major grades count for 50% of your grades.
ﻫ Any Student that does not maintain an average of 76 or higher is considered failing by AP standards, parent(s) will be notified and tutorials once a week will be mandatory, failure to comply will result in removal from the class.
ﻫ Any student that maintains a 69 or lower average for two consecutive grading periods, after having attended tutorials and retesting, will automatically be removed from the course.
ﻫ Individual Grade Reports Available upon request
ﻫ ALL grades are FINAL

PROJECTS

A. SSFE: Social Studies Field Experience: One in the Fall and one in the Spring. I will elaborate further as the semester goes.
B. Machiavelli: I will elaborate later.
C. Student Holiday Assignments: If the teacher deems it necessary for an assignment/mini-project to be given over a holiday break (i.e. Labor Day, Thanksgiving, Christmas, Spring Break), it is not just busy work, it serves an education purpose that will benefit the student
D. Facebook: I will elaborate later.
E. It is the responsibility of the student to complete the assignment/mini-project and turn it in by the due date.
F. If the student will not have access to technology or a needed resource over the holiday, it is the student’s responsibility to notify the teacher in a timely manner for the teacher to make adjustments/fair modifications for the student
   i. Please remember that laptops and/or iPads are available for check out with the Librarian
G. Extended time will not be given for any student who chooses to not complete and turn in the assignment/mini-project by the due date

ASSESSMENT METHODS

** Quizzes and Exam may be given electronically on Edmodo, Bentley Online, Skyward, or Schoology**

Quizzes: Friday Quiz “Round Up”; Chapter Reading Quiz; Pop Quiz
Major Assessment: Exams (Multiple Choice and/or Writing), AP Writing Assessments, Projects,
   Presentations, Unit Reviews, Mid-Term Review and AP Exam Reviews
In-Class AP Writing Assessment: Daily and Major Grades; We will learn to write in multiple styles for the AP Exam; We will practice basic writing skills along with writing for the AP Exam
Homework: can count as daily or major grade
Projects and Presentations: Major Grade, requires student to creatively demonstrate higher level thinking skills and understanding of World History AP Content through visual, oral and written interpretation, No Extensions will be given, No Late Work Allowed

ABSENCES:
ﻫ Students are responsible for work missed while absent from school. It is the responsibility of the student to get class notes for days missed from one of his/her classmates
ﻫ Make-up Work will only be given afterschool, not during class time
ﻫ Make-up for Quizzes, Test and In-Class Essays is only offered after school on Thursdays, 2:40 – 3:30. Must be in room by 2:50 pm to retest, no late entry. Failure to attend will result in a Zero for the missed assignment.

ENRICHMENT: Is an elusive beast in an AP course because we work at the college level. When it is offered, take advantage of it.
RESTROOM POLICY: Students cannot leave the classroom during the first and last 15 minutes of class. In order for students to use the restroom, students will be required to turn in a specified electronic device to ensure they return from the restroom in a timely manner. The electronic device will be returned at the end of class, unless otherwise used for classroom assignment. Ms. DeScalzo will revoke the student’s restroom privileges if the student abuses their restroom privileges.

Students must have medical documentation on file with the nurse and a nurse-issued medical pass confirming they have a diagnosed ailment that requires them to attend the restroom at will.

Refusal to comply with this policy will result in disciplinary action.

**Special Note: If a student walks out of class, after being denied restroom access, they are being insubordinate and are defying authority. This will result in disciplinary action. Parents, please do not encourage this behavior. Instead, encourage your student to respect the rule. If the teacher observes sincere compliance, the teacher may honor the student’s restroom request.**

Ms. DeScalzo’s RULES/EXPECTATIONS/PROCEDURES

WHAP/World History NORMS
These are non-negotiable expectations/rules that each student will follow in V6. It does not matter if Ms. DeScalzo is present or a substitute is present, every student should adhere to the norms.  
1) Every student will follow opening and closing procedures each day.  
2) No Cell Phones Out, except when called for when using on an assignment  
3) Every student will be in dress code at all times (including id badges)  
4) Every student will be engaged in the Learning Process:  
a) No Opt Out Allowed  
b) No sleeping or putting you head down on the desk  
c) We will work from Bell to Bell  
d) Follow Student Responsibilities  
5) Every student will keep V6 clean and neat (No Food, No Drink, No Candy)  
6). No hoodies, hats

Student Responsibilities
1) Engaged in learning- participate, pay attention, take notes, complete class assignments, don’t interrupt when another person is speaking  
2) Always respectful- no talking back, use appropriate tone when speaking, no derogatory language or swearing, don’t speak out of turn; be polite to every person  
3) Get in the proper place - you should arrive to class before the tardy bell and be in your seat working on your warm-up  
4) Leave it at home – the immaturity, the attitude, the laziness, leave it at home, we have work to do  
5) BE prepared - be ready to learn; have your notebook for notes, notebook for warmups, current event, pen/pencil, & planner every class  
6) Show responsibility- prove you deserve to be in an Advanced Placement class and complete assignments, turn in work on time, do your own work/homework

ELECTRONIC DEVICE POLICY
Students will adhere to the following procedures regarding any and all electronic devices which include but are not limited to cell phones, mp3 and 4 players, IPods, IPads, headphones, Nintendo DS, earbuds, headphones, Gameboys, etc.

1. Students may use ‘smart technology’: laptops, iPad/Tablets, smart phone in the classroom, only if it is relevant to class.
2. No cell phones may be used to play music, games, social media, take pictures, record class for any reason - (neither seen nor heard).

3. Students are to exchange a specified electronic device to as corrective behavior reinforcement and disciplinary action in class. This includes but is not limited to profanity, excessive tardiness, abuse of bathroom privilege, class disruption, etc. The student will receive their electronic device at the end of class.*

4. Students will turn in their electronic device in exchange for leaving the class (includes: the bathroom, going to another teacher, leaving with an office aide) unless called for by an administrator.

5. Refusal to comply with these procedures will result in disciplinary action.

* A student's non-compliance, negative attitude, or repeat offenses can delay the return of their electronic device either to the end of the day or it can be picked up the following day by a parent and a $15 fine. Ms. DeScalzo prefers student cooperation that does not require electronic device collection. If Ms. DeScalzo has to collect an electronic device, she prefers to return the electronic device at the end of class. If a student refuses to comply, they are being insubordinate and are defying authority. This will result in disciplinary action. Parents please do not encourage this behavior. Instead, encourage your student to respect the rule.*

TARDY POLICY
(1) You are tardy when the bell begins to ring and you are not physically present in my classroom:
   a) Do not bother running down the hall
   b) Do not try to run past me into the room or stop me from closing the door or banging on my door once the bell has rung without a pass (tardy pass). This is called by the Student Code of Conduct, intimidation, and will result in disciplinary action.
(2) Report to a tardy station, present your ID and wait to be escorted to class
(3) How to Enter V6:
   a) Knock politely on the door
   b) Have a seat and start class
(4) How do I get into class if I’m tardy with a pass from another teacher? Passes will only be accepted from the following:
   a) Pass from an administrator (AP, Attendance, Front Office, Nurse or Police Office) – Please report to a tardy station and get an escort to class.
   b) I do NOT accept passes from individual teachers. Go to the tardy station or an administration and get a pass to enter class.
   c) The accumulation of 4 tardies will result in Saturday school from 8:00 am – 12 noon.

PROCEDURES
OPENING:
1) Arrive to class in dress code, with your ID around your neck, prepared and on time
2) Wait for Ms. DeScalzo to start receiving students, if the door is close, do not bang on the door, line up along the wall and wait for Ms. DeScalzo, without being disruptive
3) Upon entering class, you should sign in on the class roster, verify your seating assignment, pick up any handouts and go to your assigned seat
4) At your seat, get out and turn in any assignments that are due that day to your period tray
5) At your seat, write down the agenda for the day in your planner and begin your warm-up.
6) We Work BELL to BELL

CLOSING:
1) The last 5-7 minutes of class we will complete the closing activity for the day, please follow my instructions.
2) No one packs up until Ms. DeScalzo shuts down the class, stay in your seat, do not line up at the door.
3) The bell does not dismiss you, Ms. DeScalzo dismisses you, be attentive and be respectful

**CLASSROOM CHAMPS**

On every student desk, CHAMPS Procedures/Expectations are listed for all possible activities, you are expected to adhere to this at all times, along with the following

**Class Discussion:**
During the class we will talk a lot about current events that may create class discussions. Every student is entitled to his/her opinions and they should be respected. However, it is important to remember that all of your comments must be school appropriate and you must respect your classmates. During discussions you should raise your hand to speak to make sure that every student has a chance to speak.

**Group Work:**
When we work collaboratively, I will assign the groups. Everyone is expected to do their share of the work and work cooperatively as a group.

**Moving About the Room:**
If you need to sharpen a pencil, you may do so right after the bell or anytime that I am not talking. You may not move around the room to talk to classmates.

**If You Finish Your Work Early:**
If you finish your work early, you may work on another assignment or enrichment. The only time you are to work on an assignment for another class is when all the work for my class has been completed.

**Consequences of Undesirable Behavior:**
Verbal Reprimand/Warning; Teacher Student Conference; Parent Contact (by phone or email or Skyward Message Center); Referral/Administration Involvement; Removal from WHAP

**These consequences may not be followed in exact order in the case of severe behavior problems.**

**Teacher reserves the right to revise syllabus as needed.**
Please sign below indicating you have read the syllabus and return this page to your social studies teacher no later than August 31, 2018

NAME OF PARENT OR GUARDIAN
SIGNATURE: ____________________________________________________________
DATE: __________________________________________________________________

CONTACT INFORMATION
HOME/CELL PHONE: ______________________________________________________
EMAIL: _________________________________________________________________

STUDENT NAME
SIGNATURE: ____________________________________________________________
PRINT: _________________________________________________________________
CLASS PERIOD: __________________________________________________________
DATE: __________________________________________________________________