

DeLand High School



Course Syllabus

2017-2018

Teacher Name: Kim Sibio **Term:** 2017-2018
Course Name: AP World History **Course:** #21094201 **Email:** kasibio@volusia.k12.fl.us

Please sign and date the 3rd sheet. Have student return to teacher by 8/28/17.

Welcome to AP World History. This fast-paced and rigorous course will take you on a panoramic, thematic, and trans-regional journey over a period of 12,000 years, in less than 180 days. Along the way, you will discover patterns of continuity and change over time and space, ascertain similarities and differences between societies, gain an appreciation for a diversity of traditions and regional cultures, as well as the realization of impact that encounters and interactions have had on the human past and continues to shape the future. This venture will require both dedication and discipline since you have the opportunity to earn college credit by accurately composing three historical essays.

Materials Needed: Loose leaf notebook paper, blue or black ink pen, colored pencils, highlighters, 8 ½ by 11 inch 3-ring Binder by August 31st.

Course Text and other Readings: Bulliet. 2010. *The Earth and Its Peoples: A Global History*, fifth edition. Houghton-Mifflin. [CR1a]

Primary Sources:

- Students will read and analyze selected primary sources (documents, images, and maps) in
 - » Andrea, A. and Overfield, J. 2000. *The Human Record: Sources of Global History*, vols I & II. Houghton Mifflin College Division. and
 - » Spodek. 2000. *The World's History*, 2nd edition. Prentice-Hall.
- Students will analyze quantitative sources through study and interpretation of graphs, charts and tables
 - » Stearns. 2008. *World Civilizations: The Global Experience*. Pearson.
 - » from Document Based Questions released by the College Board Secondary Sources [CR1c]
- McNeill, J.R. and McNeill, W. H. 2003. *The Human Web*. Norton & Co.
- Pomeranz, K. and Topik, S. 1999. *The World that Trade Created*. M.E. Sharpe.
- Friedel, D. and Schele, L. 1991. *A Forest of Kings*. Quill.
- Pomeranz, K. 2000. *The Great Divergence*. Princeton. and
- Goldstone, J. 2008. *Why Europe? The Rise of the West in World History*. McGraw Hill.

Themes and AP World History: Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that 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 “SPICE” acronym. [CR2]

(CR1a: The course includes a college level world history textbook.)

(CR1c: The course includes sources written by historians or scholars interpreting the past.)

(CR2: Each of the course themes receives explicit attention and is addressed throughout the course.)

Social--Development and transformation of social structures

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

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

Interaction--between humans and the environment

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

Cultural--Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

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

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

Course Schedule: Unit 1 To 600 BCE: Technological and Environmental Transformations

Key Concepts: **[CR3]**

- Big Geography and the Peopling of the Earth • Neolithic Revolution and Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Topics for Overview include:

- Prehistoric Societies • From Foraging to Agricultural and Pastoral Societies
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

Special Focus: Issues Regarding the Use of the Concept of Civilization Activities & Skill Development

- Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa and Papua New Guinea **[CR5a], & [CR5d]**
- Class Discussion » How were gender roles changed by the Neolithic Revolution?

(CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with course themes. – Key concepts)

(CR5a The course provides balanced global coverage with Africa represented.)

(CR5d: The course provides balanced global coverage, with Oceania and Australia represented.)

- Collaborative Group-Jigsaw

» Students will analyze how geography affected the development of political, social, economic, and belief systems in the earliest civilizations in: Mesopotamia/ Egypt/ South Asia / East Asia [CR5c]/ Mesoamerica [CR5b]/ Andes

Each group will examine a different civilization then compare findings with a new group where each student examined a different civilization.

- Parallel Reading--Students will read Ch. 1-2 of The Human Web and » evaluate the authors' perspective on the existence of a very loose knit global web during this early period [CR7]

Unit 2 600 BCE-600 CE: Organization and Reorganization of Human Societies

Key Concepts: [CR3]

- Development and Codification of Religious and Cultural Traditions • Development of States and Empires • Emergence of Transregional Networks of Communication and Exchange

Topics for Overview include:

- Classical Civilizations
- Major Belief Systems: Religion and Philosophy
- Early Trading Networks

Special Focus: World Religions

- » Animism focusing on Australasia and Sub-Saharan Africa
- » Judaism and Christianity
- » Hinduism and Buddhism
- » Daoism and Confucianism

Special Focus: Developments in Mesoamerica and Andean South America: Moche and Maya

- » Bantu Migration and its Impact in Sub-Saharan Africa
- » Transregional Trade: the Silk Road and the Indian Ocean
- » Developments in China—development of imperial structure and Confucian society

Activities & Skill Development:

- Writing a Comparison Essay [CR12] Methods of political control in the Classical period, student choice of two Han China, Mauryan/Gupta India, Imperial Rome, Persian Empire
- Writing a Change and Continuity over Time Essay [CR10] Political and Cultural Changes in the Late Classical Period, students choose China, India, or Rome
- Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires [CR9]
- Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes
- Group Presentations

(CR5c: The course provides balanced global coverage, with Asia represented.)

(CR5b: The course provides balanced global coverage, with the Americas represented.)

(CR7: The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation)

(CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts)

(CR9: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation) (CR12: The course provides opportunities for students to compare historical developments across or within societies in various chronological and/ or geographical contexts. – Comparison)

(CR10: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time)

Each group will research and present a major world religion/belief system examining:

» origin » beliefs and practices » diffusion

• After reading excerpts from *A Forest of Kings* by David Friedel and Linda Schele and seeing the PBS Nova program “Cracking the Maya Code,” students will assess the impact that archaeology and iconography have had on the study of history **[CR7] & [CR15]**

• Parallel Reading--Students will read Ch. 3 of *The Human Web* and

» Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

» evaluate the periodization in Ch.3—i.e. the use of 200 CE as a break as opposed to the periodization of the course curriculum **[CR11]**

Unit 3 600-1450: Regional and Transregional Interactions

Key Concepts:

- Expansion and Intensification of Communication and Exchange Networks
- Continuity and Innovation of State Forms and Their Interactions
- Increased Economic Productive Capacity and Its Consequences

Topics for Overview include:

- Byzantine Empire, Dar-al Islam, & Germanic Europe
- Crusades
- Sui, Tang, Song, and Ming empires
- Delhi Sultanate
- The Americas
- The Turkish Empires
- Italian city-states
- Kingdoms & Empires in Africa
- The Mongol Khanates
- Trading Networks in the Post-Classical World

Special Focus:

- Islam and the establishment of empire
- Empires in the Americas: Aztecs and Inca
- Polynesian Migrations
- Expansion of Trade in the Indian Ocean—the Swahili Coast of East Africa

Activities & Skill Development:

- Writing a Comparison Essay
- » Comparing the level of technological achievement including production of goods 500-1000 **[CR4]**
- Student choice: Middle East, South Asia, East Asia, Eastern Europe
- Students will evaluate the causes and consequences of the spread of Islamic empires **[CR4]**
- Students will compare the Polynesian and Viking migrations **[CR4]**

(CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.)

(CR7: The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation)

(CR11: The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization)

(CR15: The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis)

- Writing a Comparison Essay
 - » Effects of Mongol conquest and rule, students choose two: Russia, China, Middle East
- Class Debates
 - » Topic—Were the economic causes of the voyages of the Ming navy in the first half of the 15th century the main reason for their limited use?
 - » Topic—Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere? **[CR4]**
- Writing a Change and Continuity over Time Essay
 - » Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE-1450 CE **[CR4]**
- Parallel Reading--Students will read Ch. 4 & 5 of The Human Web and
 - » Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
 - » evaluate the periodization in the book compared to that of the periodization in the course curriculum

Why 200-1000 CE and 1000-1500 CE instead of 600-1450?

In what regions does each work best? Why? In what areas does each present a problem? Why? **[CR11]**

Unit 4: 1450-1750: Global Interactions

Key Concepts:

- Globalizing Networks of Communication and Exchange
- New Forms of Social Organization and Modes of Production
- State Consolidation and Imperial Expansion

Topics for Overview include:

Bringing the Eastern and Western Hemispheres Together into One Web

- Ming and Qing Rule in China
- Japanese Shogunates
- The Trading Networks of the Indian Ocean
- Effects of the Continued Spread of Belief Systems

Special Focus:

- Three Islamic Empires: Ottoman, Safavid, Mughal
- Cross-Cultural Interaction: the Columbian Exchange
- The Atlantic Slave Trade
- Changes in Western Europe—roots of the “Rise of the West” **[CR5e]**

Activities & Skill Development:

- Students will evaluate the causes and consequences of European maritime expansion including the development of armed trade using guns and cannons
- student project » Each student will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this time period **[CR15]**
- Writing a Comparison Essay

(CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.)

(CR11: The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization)

(CR15: The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis)

(CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.)

» Processes of empire building, students compare Spanish Empire to either the Ottoman or Russian empires

• Writing a Change and Continuity over Time Essay

» Changes and Continuities in trade and commerce in the Indian Ocean Basin 600-1750

• Parallel Reading--Students will read Ch. 6 of The Human Web and

» Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture » Consider the question of periodization: 1750 or 1800?

Unit 5 1750-1900: Industrialization and Global Integration

Key Concepts:

• Industrialization and Global Capitalism

• Nationalism, Revolution and Reform

• Imperialism and Nation-State Formation

• Global Migration

Topics for Overview include:

• The Age of Revolutions:

» English Revolutions, Scientific Revolution & Enlightenment,

» American Revolution, French Revolution and its fallout in Europe, Haitian &

» Latin American Revolutions

• Global Transformations:

» Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and its Impact on the World

Special Focus:

• Decline of Imperial China and the Rise of Imperial Japan

• 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia

• Comparing the French and Latin American Revolutions

• Changes in Production in Europe and the Global Impact of those Changes **[CR5e]**

Activities include:

• Writing a Comparison Essay

» Comparing the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East **[CR4]**

• Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere

• Parallel Reading--Students will read Ch. 7 of The Human Web and » Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

» Consider the question of periodization: 1900 or 1914?

• Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period **[CR1b] & [CR8]**

• Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization. **[CR1b] & [CR8]**

(CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.)

(CR1b: The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.)

(CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence)

(CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.)

- Students will identify and evaluate diverse historical interpretations regarding the rise of the West utilizing Kenneth Pomeranz's *The Great Divergence* (Princeton, 2000) and Jack Goldstone's *Why Europe? The Rise of the West in World History* (McGraw Hill, 2008)
- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas **[CR13]**

Unit 6 1900-present: Accelerating Global Change and Realignments

Key Concepts:

- Science and the Environment
- New Conceptualizations of Global Economy and Culture
- Global Conflicts and Their Consequences

Topics for Overview include:

- Crisis and Conflict in the Early 20th Century:
 - » Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II
- Internationalization:
 - » Decolonization, the Cold War World, International Organizations, the Post-Cold War World, Globalization

Special Focus:

- World War I and World War II: Global Causes and Consequences
- Activity—Skill Development » Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s
- Development of Communism in China, Russia, and Cuba
- Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

Activities include:

- Writing a Comparison Essay Comparing the political goals and social effects of revolution in: China, Russia, Mexico: Students choose two
- Writing a Change and Continuity over Time Essay: Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia, or Latin America
- Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
- Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class
- Parallel Reading--Students will read Ch.8 of *The Human Web* and » Consider the following: Why does this chapter reach back to 1890?

Students will continue to practice their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ essays. After introducing the concept of the DBQ to the students via roundtable discussion and practice writing of thesis statements and individual body paragraphs, students will write 4-6 DBQ essays that include written and visual sources as well as map, charts, and graphs. **[CR6] & [CR14]**

(CR1b: The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.)

(CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence)

(CR13: The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization) (CR6: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation)

(CR14: The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis)

Methods of Assessment:

60% = Summative Assessments

40% = Formative Assessments

0% = Diagnostic Assessments

Students will have the opportunity during each 9-week period to improve one (1) summative assessment. This is not a re-take per se, rather a repair of incorrect responses. Students will have 15 days to complete test repair after receiving a graded summative assessment. The teacher reserves the right to amend student end-of-quarter grade based on overall academic achievement and adherence to class policies and procedures.

Grading scale per District guidelines:	90-100	A
	80-89	B
	70-79	C
	60-69	D
	0-59	F

LATE WORK:9

- Unexcused late work **may** be submitted for full credit if submitted within a 3-day period, along with an additional assignment on a similar topic per teacher discretion.
- Excused absences will follow Deland High School's guidelines and procedures.

Policies and Procedures

Classroom Expectations for Student Success:

1. Pay attention/Focus
2. FOLLOW DIRECTIONS
3. GIVE 100%
4. BE SUPPORTIVE OF OTHERS
5. COME TO CLASS PREPARED AND ON TIME.

DeLand High's Discipline Plan Procedures:

1. TEACHER INTERVENTION (VERBAL WARNING, LOSS TIME OUT, LOSS OF PRIVILEGE)
2. TEACHER INTERVENTION (CONTACT GUARDIAN, DETENTION, TEACHER/STUDENT CONFERENCE, SEAT CHANGE)
3. WRITE A REFERRAL AND SEND STUDENT TO DEAN'S OFFICE.
4. LEVEL 3 OR HIGHER OFFENSE, SEND STUDENT TO DEAN IMMEDIATELY

Cell Phone & Electronic Devices:

All electronic devices are to be turned OFF and kept out of sight while in the classroom, unless instruction incorporates BYOT and permits the use of personal devices. The 1st offense will receive a warning. The second offense may result in a referral.

Each student will also need to **come to class prepared with pen or pencil and loose notebook paper**. Colored pencils or highlighters may help organize student notes for easier studying. Each student will be asked to maintain an organized class notebook (3-ring Binder) with all handouts and class notes, **which should be brought to class each day!**

Plagiarism will NOT be tolerated. Evidence of plagiarism (including using advanced grammar and concepts not taught during instruction) may result in a zero for the assignment, or may need to be re-completed for a grade.

Dear Bulldog Parents,

My name is Kim Sibio, Department Chair of World Languages, and I will be teaching German I, II, III Honors, IB German IV, IB German 5, and AP World History at Deland High School during the academic school year, 2017-2018. My role is not only to assist your child in preparation for the AP World History exam, but also to foster inquiry of our history, critical consideration of connections to the past, and reflection on the question “Why?” in order to analyze issues that affect humanity.

To ensure a successful school year, please make sure that your child attends school daily, behaves appropriately, and is prepared with the necessary tools to participate and complete daily lessons. A copy of the syllabus, grading policies and procedures, and behavioral expectations for this class will be posted on the following website: http://delandhs.org/syllabi_2

I am looking forward to another exciting year at Deland High School, and hope to meet you personally at our **Open House on August 31, 2017**. Again, please feel free to contact me at any time with questions or concerns you may have, at kasibio@volusia.k12.fl.us

Kim Sibio

I have read the information provided in the syllabus (which is also posted on the website), and understand the rules, policies, and expectations of this class. I have also reviewed the school policies regarding BYOT, dress code, and tardiness, and understand the explanation of the school’s Academic Integrity Policy.

Please complete and return by 8/28/17.

Student Name: _____

Student Signature _____

Parent Name: _____

Parent Signature: _____

Date: _____

Parent Phone Number: _____

Parent Email Address: _____