
Course Description
The Advanced Placement World History: Modern is a challenging full year course that explores the year 1200 to the present day. 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.

The course provides six themes that students explore throughout the course in order 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. The objective of AP World History is to prepare students to take and pass the College Board’s Advanced Placement Exam in World History. Passing this exam with a score of 3-5 can earn students university credits at participating universities. All of our assignments and activities are designed around the goal of passing the exam.

For the majority of students, this is their first AP level course, and it can be extremely challenging. Please know that it is completely normal to begin the year feeling overwhelmed, frustrated and/or discouraged—if you continue to work hard, you will improve and it will get easier! You will also complete the course having an accurate understanding of the expectations of college level reading, writing, and analysis.

<table>
<thead>
<tr>
<th>Historical Periods</th>
<th>Units</th>
<th>Chronological Period</th>
<th>Exam Weighting</th>
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<tbody>
<tr>
<td>PERIOD 1: Post-Classic Era: Regional &amp; Interregional Interactions</td>
<td>Unit 1: The Global Tapestry</td>
<td>c. 1200 to c. 1450</td>
<td>8-10%</td>
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<tr>
<td>PERIOD 2: Early Modern Era: Global Interactions</td>
<td>Unit 2: Networks of Exchange</td>
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<td>8-10%</td>
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<td></td>
<td>Unit 3: Land-Based Empires</td>
<td>c. 1450 to c. 1750</td>
<td>12-15%</td>
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<td>Unit 4: Transoceanic Interconnections</td>
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<td>12-15%</td>
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<td>PERIOD 3: Modern Era: Industrialization &amp; Global Integration</td>
<td>Unit 5: Revolutions</td>
<td>c. 1750 to c. 1900</td>
<td>12-15%</td>
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<td>Unit 6: Consequences of Industrialization</td>
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<td>12-15%</td>
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<td>PERIOD 4: Contemporary Era: Accelerating Global Change &amp; Realignments</td>
<td>Unit 7: Global Conflict</td>
<td>c. 1900 to the present</td>
<td>8-10%</td>
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<td>Unit 8: Cold War and Decolonization</td>
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<td>8-10%</td>
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<td></td>
<td>Unit 9: Globalization</td>
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<td>8-10%</td>
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AP Exam
The AP World Exam will be on Thursday, May 14, 2020. The AP Exam has a $95 fee, but fee waivers are available to all students who apply for the SJUSD free and reduced lunch program regardless of family income. I recommend that all students apply for this waiver.

Part I: Multiple Choice/SAQ
- Multiple Choice: 55 minutes and 55 multiple-choice questions (MC). 40% of exam score. Questions are “stimulus-based,” meaning that students will often have to read and/or analyze primary or secondary sources in order to address the questions. To prepare, we will analyze many primary and secondary sources in class, and reading quizzes will include this type of question.
- Short Answer Questions (SAQ): 40 minutes. 20% of exam score. The AP exam includes 3 SAQs, each of which includes a 3-part writing assignment (responses are generally about 3 paragraphs). Reading checks will often be in this format in order to prepare for the exam.
Part II: Free Response (Essay) Section

- **Long Essay Question (LEQ):** 40 minutes. 15% of exam score. The AP exam includes 1 LEQ. The prompt can be from any time period, and will focus on one of the following Historical Thinking Skills: Comparison/Contrast, Continuity/Change over time, Historical Causation, Historical Periodization. We will practice each of the skills in class, as well as complete essays based on each type of prompt. The LEQ is graded based on a 6-point rubric, which we will utilize in class.

- **Document Based Question (DBQ):** 60 minutes. 25% of exam score. The AP Exam includes 1 DBQ. The prompt can be from any time period. Students will use the documents included in the prompt to complete an essay.

**Notes:** Total of 100 minutes: 15 minutes recommended for reading/planning and 85 self-budgeted minutes to write both essays.

**Assignments**

- **Homework:** Your homework will essentially be to read and complete reading notes for the week’s assigned chapter (see reading schedule). You will submit your reading notes at the end of every week. On review weeks, you’ll be studying for the unit exam.

- **Reading checks:** These will be every Tuesday or Wednesday. This ensures that you have completed the assigned reading. You do not have to have completed the entire chapter by mid-week (although that’s not a bad idea)—only through the sections listed on the reading calendar. The reading check will either be College Board style SAQs or matching/fill-in-the-blanks (you won’t know which style ahead of time!)

- **Chapter Quizzes:** These will be every Thursday or Friday. The chapter quizzes will be stimulus-based multiple-choice questions, in the style of the AP exam.

- **Unit Tests:** Tests will be at the end of each unit and include all topics from that unit. They will be modeled after the AP Exam, including MC and free response sections. See schedule for test dates.

- **Essays:** You will be regularly writing essays in class. Essays will usually be on a Thursday or Friday after the chapter quiz. You will be notified ahead of time. Essays may be either DBQ essays or LEQ essays. Some of these essays will be full-length, and others will not, and some may be completed collaboratively.

- **In-class Activities:** In class activities are practice activities, games, mini-projects, or exit slips. In general, if you participate and complete the activity, you will get full credit, and these assignments should be a nice grade boost!

- **Projects:** Several times a semester you will complete projects, generally with a group, although solo projects are available, too. This is a way for you to demonstrate your understanding of the content and skills in a (generally more enjoyable) fashion than a test. You will be given time to complete the bulk of the project in class, but you may choose to use tutorial or time at home to finish projects.

- **Final Exam:** The final exams will include MC, SAQ, and/or DBQ/LEQ. The spring semester final exam will be in a similar format.

- **Extra Credit:** Extra credit will occasionally be offered to the class as a whole, but this is a rare occasion. Please do not ask for individual extra credit options—the answer will be no. EC will only be applied to students with no missing assignments.

**Late Work & Attendance Policies**

- **Late Work:** Late work will be accepted one block day late for a maximum of 70%. Any assignments turned in after that will be accepted for half credit. Late assignments will be accepted until the end of the unit. Late work due to an excused absence will not receive a late penalty.

- **Tardy Policy:** If you are tardy, you’re responsible for completing any missed assignments. If you arrive with an unexcused tardy on a reading check day and miss the quiz, you cannot makeup the quiz. If you arrive with an unexcused tardy on a test day, you will not receive additional time to complete the test.

- **Unexcused Absences (cuts):** In accordance with SJUSD policy, if an absence is not excused (i.e. a “cut”) students are not permitted to make up missing assignments from that day. Please clear all absences with the attendance office.

- **Excused Absences:** It is your responsibility to complete any missed work. If you miss a quiz, you may take the quiz during tutorial (alternatively, you can choose to skip the quiz). If you missed a test or essay, it is your responsibility to schedule a time to make it up within one week. After one week, you will not be able to makeup the assessment.

- **Group Assignments:** No extensions are given for group assignments regardless of the absence of any group member.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100% - 90%</td>
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<tr>
<td>B</td>
<td>89% - 80%</td>
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<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% - 0%</td>
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</tbody>
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**Grade Weights**

- Reading Notes & Reading Checks: 25%
- Chapter Quizzes, Unit Tests & Final: 25%
- Writing/Essays: 25%
- Projects & In-class Activities: 25%

**Online Gradebook**

The gradebook is accessible to students and parents at ic.sjusd.org. I will attempt to have all assignments graded and entered within 1 week. Written assignments will sometimes take slightly more time, and unforeseen circumstances may happen. Priority is given to on-time assignments, but any late work will be entered before the end of the grading period.
Weighted vs. Unweighted Grades
When applying to college, AP and Honors classes are given a “weighted” grade point boost—essentially a grade of C will calculate as a B, a B will count as an A, etc. This is because AP courses are recognized for their college-level difficulty. That being said, your grade may not be as high as you are accustomed to in non-AP classes, and that is okay. SJUSD’s GPA calculation on the student portal is “unweighted,” but rest assured that your weighted GPA will be significantly higher (and this GPA is more significant in college applications because it demonstrates that you have challenged yourself with difficult courses.) Please see the College and Career Center for more info on GPAs, college applications, and receiving college credit for AP exams as specific information on course credit can vary between universities.

Classroom Rules and Expectations
All school and district rules apply and will be enforced. I will not tolerate any behavior that takes away from the goals of education, keeps me from teaching, or prevents my students from learning.

• Treat other students and the instructor with courtesy, respect, and politeness.
• Be on time to class & prepared and to learn.
• Be responsible for your learning.
• Be open-minded and don’t be afraid to challenge yourself!
• Food and drinks (aside from water) must be discarded outside of the classroom before class, unless given permission.
• Profanity or any other offensive language will not be permitted.
• Grooming or applying makeup during class is not permitted.
• Class is dismissed by the instructor, not the bell.

Cell Phones: Cell phones and other electronics (including headphones) should be on silent and put away during class time unless explicitly given permission by the teacher. Cell phones in use during class time without authorization will be confiscated until the end of the school day.

• I reserve the right to handle discipline problems in any manner that I deem necessary to ensure all students’ learning.

Academic Dishonesty, Plagiarism and Cheating
• Academic dishonesty is a serious offense with severe consequences. Your integrity is important, and it is your job to protect it. I understand that in times of desperation you will consider cheating or plagiarizing, only because you want to do well. This is never a good choice. You have better options.
• Any incidence of academic dishonesty will result in the following consequences: a grade of zero on the assignment, on-campus suspension for the remainder of the period, Academic Honesty Referral/conference. Please note that all incidences of academic dishonesty are recorded by the Assistant Principal of Discipline, and repeat offenders will face far more serious consequences, including an “Academic Dishonesty” marking on your official transcript and/or being removed from AP World History.
• Academic dishonesty includes: copying homework, attempting to pass someone else’s work off as your own, copying from the Internet, looking at another person’s test/quiz/assignment, allowing another person to copy your work, having notes out during a closed-note test or assignment, using a cell phone or electronic device during a test/assessment, using another person’s words or ideas as your own, talking at any point during a silent assessment (even after you are done), informing students in a later class about tests/assessments, taking test materials out of the classroom without permission, or otherwise showing a lack of integrity. Please note that the same consequences will apply if you are engaging in academic dishonesty for another teacher in my presence (e.g. copying homework for Spanish class).

Supplies
• 1½ inch binder that will ONLY be used for this class
• 7 Blank Dividers (one for each period of study)
• Pens, pencils, & highlighters of at least 2 colors
• Loose binder paper

Please have materials ready by Monday August 21. Please let any adult on campus know if you or your family are having difficulty acquiring school supplies for any class—we would be happy to help you succeed.

Optional Supplies
• Review Book: There are dozens of review books available for purchase, and most are of similar quality. Some books focus more on practice tests; others more on reading review. The Princeton Review "Cracking the World History Exam" aligns the most closely with our textbook, but feel free to choose whichever you prefer. I will have several different brands in the classroom for students to use during tutorial. If you choose to purchase a review book, be sure to select a 2020 version (available Nov.)
• Sticky Notes: Many students find sticky notes helpful, since you aren’t able to write directly on your school-issued textbook.
• Index Cards: Some students like to use index cards to create flash cards for key terms.
Part One: To be completed by student:

I, [student name], have read and understand Ms. Bielefeld’s classroom policies and will do my best to meet the classroom expectations and succeed in AP World History.

Student Signature: __________________________ Date: __________________________

Student’s Email Address: __________________________

Part Two: To be completed by parent(s)/guardian(s):

I have read, understand, and will support Ms. Bielefeld’s classroom policies and expectations. I know how to contact her in the event of a conflict or issue. I will encourage my student to succeed in AP World History.

Parent/Guardian Signature(s): __________________________

Parent/Guardian Name(s): __________________________

Parent/Guardian Phone Number(s): __________________________

Parent/Guardian Email Address(es): __________________________

Part III: Rated “R” Movie Consent:

**Movie Consent**: During our study of World History, we will be viewing various clips of films, documentaries, etc. On occasion, we may view a film in its entirety. It is my belief that these selected films provide telling visual images that will enhance students’ understanding of significant historical events. The films have been carefully chosen and are applicable to the various themes that will be covered throughout the term. Some films may have an “R” rating. The “R” rating for the most part, is because of the nature of the events depicted and the violence associated with the topic (i.e. war, revolution, genocide, civil unrest, etc.). Because of their “R” rating, I will need your consent to show either segments of the film, or the film in its entirety. If there are any objections from a parent, guardian, or student, an alternative assignment will substitute the grade value of any given assignment relevant to the film. Please note that films will be used as a supplement to what we will be learning in class. They will not replace lectures or other learning activities that we will be doing throughout each of the units.

Please let me know if you have any questions or concerns regarding the films in this course.

Please check one.

_____ YES, I give permission for my son/daughter/ward to view films which may have an “R” rating.

_____ NO, I do not give permission for my son/daughter/ward to view films which may have an “R” rating.

Parent/Guardian Signature __________________________ Date __________________________

Additional Comments/Notes: