



Westside High School

DEPARTMENT OF SOCIAL STUDIES

MR. JOHN NEWTON

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ROOM A150

ADVANCED PLACEMENT WORLD HISTORY: MODERN [1200-Present] Syllabus

Welcome to *AP World History: Modern*. This course is an *Advanced Placement* course designed to ensure academic success on the College Board Advance Placement test. This course is taught through reading, writing and historical analysis. Students of this course will be expected to read and analyze historical texts and documents and provide written analysis to show mastery of the subject matter. *World History* is a Georgia High School graduation requirement—this course meets that requirement.

Course Description

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.

Course Outline

Introductions to AP World History

Unit 1: The Global Tapestry c. 1200 to c. 1450

Unit 2: Networks of Exchange c. 1200 to c. 1450

Unit 3: Land-Based Empires c. 1450 to c. 1750

Unit 4: Transoceanic Interconnections c. 1450 to c. 1750

Unit 5: Revolutions c. 1750 to c. 1900

Unit 6: Consequences of Industrialization c. 1750 to c. 1900

Unit 7: Global Conflict c. 1900 to the Present

Unit 8: Cold War and Decolonization c. 1900 to the Present

Unit 9: Globalization c. 1900 to the Present

AP Test: May 2024

CLASSROOM MATERIALS

Materials needed for the class **EVERY DAY** (unless otherwise noted):

- Notebook or 3-ring binder with paper
- 5-tab binder dividers (optional)
- Writing Utensil (pencil, and/or pen—blue or black only)

Textbooks

AMSCO: *World History: Modern 1200-Present*. Perfection Learning, 2020. (provided electronically)

Strayer, Robert W., and Eric Nelson. *Ways of the World: A Global History with Sources*. Boston: Bedford/St. Martin's, 2016.

Class Website/Lesson Plans

A link to the lesson plans (Week At a Glance-WAG) is located on the “Welcome” page and in CANVAS. Students will have the ability to access the information 24/7.

Technology

Technology will be part of the educational process and will be utilized for education purposes only.

Classroom Procedures & Expectations

The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful). Expectations for how to W.A.R. in class:

Wholehearted

Students should have required material for the class in the classroom before the class starts.
Students should be prepared for the education process daily.

Accountable

Students will follow Rule 16 “No Cellphones out on Campus”
Students will not disrupt the learning process for other students.

Respectful

Students will not talk when the teacher is talking.
Students will keep the classroom and school clean.

Code of Conduct:

Students will follow the approved Richmond County Board of Education Code of Conduct. Students will follow the RICHMOND COUNTY BOARD OF EDUCATION and Westside High School dress code. The disruption of the learning process will not be tolerated.

Grading policy

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered

Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

See RCBOE IHA-R Grading Practices

**The Code of Conduct can be located on the Westside High School website under the “parents” tab.*

Attendance/Tardy:

Students are subject to the RICHMOND COUNTY BOARD OF EDUCATION policy regarding absenteeism. Attendance will be recorded daily. ***Classroom attendance is vital to each student’s success.*** If a scheduled absence is necessary, the student should inform the teacher prior to the absence.

Grades

Course Work		80%
Minor Assessments	60%	
Major Assessments	40%	
<u>Final Exam</u>		<u>20%</u>
Total Final Grade: Course Work +Final Exam		100%

Grading Scale

The overall grade will be calculated on a 100-point scale. However, you will see grades based on AP College Board scores in Infinite Campus.

Types of Assessments

Research writing (Minor Assessments) assigned at the beginning of the week; will require individual research on the assigned topic that will culminate with an in-class writing assignment associated with the topic and a provided writing prompt. Writing assignment will be historical writing style in five-paragraph order that supports a thesis derived in response to the writing prompt.

MCQs, SAQs, DBQs, LEQs:

Multiple Choice Questions (MCQs) [Major assessment]: These questions will be formatted in the same manner as the AP College Board Test. Students will answer questions in a timed manner based on the content area. Format: The questions come in sets of usually 3–4 questions based on the same stimulus. The questions will include one or more sources to respond to such as primary and secondary texts, images (for example, artwork, photos, posters, cartoons, charts, and maps).

Short-Answer Questions (SAQs) [Minor assessment]: Students will answer questions in the short-answer format prescribed by AP College Board. This is a timed assignment that corresponds to the allotted time given when taking the AP test. Questions are prompted and non-prompted.

Long Essay Questions (LEQs) [Major assessment]. These are large expositions that the student will write in the format supplied AP College Board. These expositions should have a clear claim (thesis) that is supported in response to the writing prompt.

Document Based Question (DBQs) [Major assessment]: students will analyze historical documents and construct an appropriate response based on the writing prompt and the document(s) presented. Overview:

- Will be presented with seven documents that give various perspectives on a historical development or process.

- Will be asked to develop and support an argument based on these documents and other evidence from your own knowledge.
- The topic of the document-based question will include historical developments or processes.

Support Assignments

Study guide (Major assessment): Students will complete study guides associated with the content standards as preparation for summative assessments and the AP exam.

Heimler's Videos (Minor assessment): Students will be assigned videos and the associated graphic organizers on content topic to aid student understanding and mastery of content.

Final Exam

Students are required to take the Term 1 Final Exam (AP Mock Exam-term content) regardless of grade at end of term. Students who fail to take the AP Exam for any reason must take the Term 2 Final Exam (AP Mock Exam-full course)

Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). Late work submitted after the fifth school day will only be accepted at the teacher's discretion.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

Missed Tests. Students who miss a scheduled test must make up the test in the allotted time established by the RICHMOND COUNTY BOARD OF EDUCATION and Westside High School. Make-up tests will not be taken during regular class time. Students must schedule an alternate time. Students who know they will be absent on the day of a scheduled test may request to take the test at an earlier date.

Make-up work Due to Absence

Students may make up tests and assignments when they bring in an excuse that meets with the guidelines of an excused absence as stated by the Richmond County Board of Education. The missed work must be made up within five (5) school days, unless an extension is granted by the teacher. Work missed due to an unexcused absence may be allowed to be made up within five (5) school days, as described by the Westside High School guidelines, and Richmond County Board of Education policy. However, the grade(s) missed because of the unexcused absence will be listed as an "M" (Missing) for those grades, until made up.

See Richmond County Board of Education policy regarding extended absences.

Relearn and Reassess Plan

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of ONE opportunity to be reassessed. Only students

scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval. Reassessments may be different from the original. The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed within 7 school days of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.
See teacher class page for Relearn/Reassess

EXTRA CREDIT

No extra credit is given. If a student takes good notes, participates in class, studies, and turns in all assignments, they will not need “extra credit”.

DISCIPLINE IN THE CLASSROOM

The rule for classroom discipline is simple: Respect yourself, Respect Others, Be Civic Minded. See the, “Code of Conduct” for further direction. Again, I am pleased to have you in my class and look forward to our school year. I believe we will have a productive school year if we all work hard toward our goals. I will make myself available to all of you anytime that you need me.