

AP World History

WELCOME TO AP WORLD HISTORY! This advanced placement course is designed to prepare sophomore students to pass a standardized test for college credit. Due to the amount of material to be covered, and the level of skill development to be achieved before exam time, this course will demand an extraordinary amount of student participation.

Please note that AP World History is NOT an advanced history course. AP World History is a training camp designed to prepare students to think at a college level about history in a very disciplined way. Students should not expect this course to be fun, at all. The challenge of AP studies is certainly not for everyone, and should be avoided by the student not incredibly dedicated to their academics.

The advanced placement exam for World History not only demands that student answer a 70 question multiple choice test covering 10,000 years of human history, but also requires 3 timed essay questions to be completely and accurately answered. Time given: 40 minutes each essay. It is expected that each student who takes this course will also take the AP exam at his or her own expense.

As a college level course, the class will demand daily reading and a high amount of expository writing. You should expect 30-40 pages of reading per night. Students who do not keep up with the reading assignments will have a severe disadvantage to achieving a passing grade in the class as well as on the AP exam.

HABITS OF MIND

The focus in the course will be to expand student's world history content knowledge through reading, and lecture as well as develop vital "Habits of Mind." These "Habits of Mind" will increase student's academic skills. These "Habits of Mind" include:

- Constructing and evaluating arguments
- Using documents
- Assessing change and continuity
- Assessing diversity of interpretations
- Seeing global and local patterns
- Comparing within and among societies
- Assessing claims of universal standards

PERIODIZATION

AP World History is basically divided into 5 time periods, each given approximately equal weight of instruction.

- 8,000 BCE – 600 CE
- 600 CE – 1450 CE
- 1450 CE – 1750 CE
- 1750 CE – 1914 CE
- 1914 CE – Present

LATE WORK

Because of the relatively fast pace of the class, late work will not be accepted. Instead of making up past work, have students focus on completing all remaining work.

ABSENCES

Absences from class whether excused or unexcused will affect student's grades. Excessive or frequent absences from class will merit a reassessment of the student's enrollment in the AP course.

GRADES

In the class, assignments and tests will earn you points. The more points a student scores on assignments and tests, the higher the grade they will receive in the course. When report cards come out, the grades printed will reflect the grade each student EARNED...not the grade the instructor "gives". A simple percentage of the total points possible at the end of the grading period will show which grade a student earned.

- A = 90 to 100 percent of total points
- B = 80 to 89.9 percent of total points
- C = 70 to 79.9 percent of total points
- D = 60 to 69.9 percent of total points
- F = Less than 60 percent

REQUIRED MATERIALS

It is expected that students will have the following necessary supplies:
3-ring binder, college-rule paper, pens, pencils, a set of colored pencils (for maps).

SUGGESTED MATERIALS

Students will be using the internet quite often to complete various assignments. Although a home connection to the internet is not required, it will be used very often. Students without a computer at home (or internet connection) will have to set up a routine before/after school schedule to utilize the computers in the library.

POSTINGS/ COMMUNICATIONS

Students will be responsible for interacting in our online community, as well as our in class group. Please familiarize yourself with the discussion forum found on www.Goughland.com/APHistory.

Grades will be kept available online at www.mygradebook.com. Each student will receive instructions on how to access their grades.

EMAIL

E-mail is one of the most efficient ways of communicating quickly with me. Each student is expected to have an email account, which they check regularly. This is available free through

YAHOO.com. I recommend that a student NOT use a “Hotmail” account, our district servers block Hotmail on the school campus computers.

I will attempt to answer e-mails as soon as possible, I expect AP students to do the same.

WHY DO IT?

The AP question really comes down to this, why should I suffer through such a grueling course when I can get (potentially) just as much out of a non-AP World History course? The answer is one that you will have to find on your own. Each student finds a different path through their life, each chooses varied vistas along the way. This is one vista you may choose.

Many students have described their AP courses as the most difficult and most rewarding experience of their high school career. For most students, AP World History is their first AP course. As your first AP, you will work harder in this course than you have in any other course before, potentially you will also reap the reward of succeeding in such a course. Some do it for the intrinsic rewards.

If you pass the exam you will receive college credit for “World History” which is a general education requirement in the University system. You will save yourself both time and money. Depending on the number of AP courses and tests you pass, considering the cost of college tuition, you could potentially save thousands of dollars. Some do it for the physical rewards.

Students will be graded on a 5-point scale for this course. Whereas a traditional course receives 4 points for the grade of “A”, an AP course earns 5 points. This means that success in an AP course or courses can push one’s GPA well over the traditional 4.0. Unfortunately, to be competitive with college applications, a 4.0 is considered average. Some do it for the points.

Some students take AP classes because they are hyper-serious about their academics. With the realization that school is actually for learning, sometimes students kick into overdrive and suck the very marrow from their given opportunities. Deriving every last possibility from their schooling, some do it for themselves.

Some students may take this course because they like the teacher. This is not the intended goal. In fact, you probably will not like the teacher by the end of this experience (at least for a while). The goal of the teacher is to change you into a college-level-reading-testing-analyzing-writing-questioning fanatic. I will not give up on that task. I will not give up on you. The only promise I make is this: if you give me everything you can, and then reach deep inside and give even more, you will not fail this course. That is all I ask.

I give no promises about your success; the success is yours and yours only.

Should you decide to accept the challenge this puts forth, please review this entirely with your parent or guardian, then sign the bottom of this sheet and return it to class.

Please sign and return the following statement to me by August 22, 2003:

I have read and discussed the course description for the 2003 AP World History course with my student.

Students name printed

Parent/ Guardian signature

Date

Student signature

Date

Parental E-Mail

Student E-Mail