

AP/Dual Credit World History

Mrs. Drummer/ University City High School/ Room 233

Email: tdrummer@ucityschools.org



Course Overview:

AP World History is a challenging year-long course that is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods. The course will cover events that have shaped our world from 8000 BCE (Dual Credit curriculum) – 1200 CE (AP curriculum) to the present and is truly global in scope with Africa, the Americas, Asia, Europe, and Oceania each represented. AP World History is equivalent to an introductory college survey course. One purpose of the class is to prepare students for successful placement into higher-level college and university courses. It is also designed to develop skills in critical thinking, interpretation of written material, logical argumentation, and analysis. The course will require much more homework and more extensive writing assignments than the average high school course

Course Units:

Unit 1: Human Evolution & Early Human Societies

Unit 2: Ancient Greece & Rome

Unit 3: East Asia, Islam, America, & Africa (Prior to 1200 C.E.)

Unit 4: Middle Ages

Unit 5: Post Classical (1200-1450 CE)

- The Global Tapestry & Networks of Exchange

Unit 6: Early Modern (1450-1750 CE)

- Land-Based Empires & Transoceanic Interconnections

Unit 7: Modern Period (1750-1900 CE)

- Revolutions & Consequences of Industrialization

Unit 8: Contemporary Period (1900-Present)

- Global Conflict, Cold War and Decolonization, & Globalization

Section	Number of Questions	Timing	Percentage of Total Exam Score
I: Multiple Choice	55 questions	1 hour and 20 minutes	50%
II: Free Response	4 questions	1 hour and 40 minutes	50%
Concept Application		20 minutes (suggested)	12.5%
Quantitative Analysis		20 minutes (suggested)	12.5%
SCOTUS Comparison		20 minutes (suggested)	12.5%
Argument Essay		40 minutes (suggested)	12.5%

AP Exam & Scoring:

AP Exams are taken the first two weeks of May. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below is a table indicating the college equivalent of each AP score with a descriptive qualifier:

AP Score	Qualification	College Equivalency
5	Extremely Well Qualified	A
4	Well Qualified	A- To B
3	Qualified	B- To C+
2	Possibly Qualified	C- To D+
1	No Recommendation	D- To F

AP Student Accounts & Scores (Changes):

All students that are enrolled in an Advanced Placement course are required to have an online account, to be eligible for taking the AP exam. Accounts must be created at the beginning of the school year. In addition, students must register for exam by **TBD**. Financial assistance is available to those students that need support – Make sure you convey this with me early. New accounts can be made and current accounts accessed by login in at <https://apstudents.collegeboard.org/> If you elect to take an exam, once scores are released they may be viewed at <https://apscore.collegeboard.org/scores/#/>

More information may be found at <https://apcentral.collegeboard.org/>

Dual Credit



Course Purpose:

HST 115. Ancient and Medieval History to 1500 (MOTR WCIV 101). 3 Credit Hours

Ancient and Medieval History to 1500 is a survey of the Western World from Antiquity through the Late Middle Ages. The course will cover ancient civilizations of the Mediterranean and the Near East; ancient Greece and Rome; the impact of Christianity, Islam, and Byzantium; and the contributions of Celtic, Germanic, and other tribal societies to Western Civilization.

HST 128. Western Civilization from 1500 to the Present (MOTR WCIV 102). 3 Credit Hours.
Western Civilization from 1500 to the Present surveys the political, economic, cultural, military, and social forces that have shaped the Western World. The course also examines religious developments, overseas colonization, the Enlightenment, industrialization, imperialism, the world wars, and globalization.

More information may be found at <https://catalog.stlcc.edu/course-descriptions/courses/hst/>

Enrollment Qualification Criteria

GPA: Senior/Junior 2.5

Sophomore 2.6

Test Scores: ACT - Reading 18

SAT - Reading 500

Acuplacer - 77

STLCC Grading System & Grade Point Average

Only grades earned at St. Louis Community College are included in the calculation of grade point averages for degrees and certificates. The grade of D may be considered unsatisfactory in some programs.

Grading Symbol	Grade Points	Explanation
A	4	Superior
B	3	Above Average
C	2	Average
D	1	Passing, Below Average
F	0	Failing

More information may be found at <https://www.stlcc.edu/admissions/apply-to-stlcc/dual-credit.aspx>



Course Description:

HIST 1075 World History to 1500: 3 semester hours

A survey of the history of humankind to 1500 including the beginnings of civilization Mesopotamia, Africa, Asia and the Americas, the rise of Classical civilizations and the development of major transnational social, economic, political and religious networks.

HIST 1076 World History Since 1500: 3 semester hours

A survey of the history of humankind since 1500, emphasizing the growing interdependency of regional economic, political, and social systems. Topics will include imperialism, industrialization, and globalization.

More information may be found at <http://bulletin.umsl.edu/coursesofinstruction/hist/>

Enrollment Qualification Criteria:

- Senior/Junior, 3.0 or higher GPA, automatically eligible
- Senior/Junior, 2.5 – 2.9 GPA, signed recommendation from principal and guidance counselor written permission from parent or legal guardian (online)
- Sophomore, 3.0 or higher GPA, signed recommendation from principal and guidance counselor written permission from parent or legal guardian (online)
- Freshman, 3.0 or higher GPA, 90th percentile on ACT or SAT signed recommendation from principal and guidance counselor written permission from parent or legal guardian (online)

More information may be found at https://umsl.edu/continuinged/acp/Students%20and%20Parents/acp_dual_credit.html

UMSL Grading System & Grade Point Average:

Grading System
A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
D- = 0.7
F = 0
FN = 0
EX = Excused
DL = Delayed
FN = Failure/Non-participation

Values		
Credit Hours	Grade Value	Quality Points
3	4.0	12.0
3	3.7	11.1
3	3.3	9.9
3	3.0	9.0
3	2.7	8.1
3	2.3	6.9
3	2.0	6.0
3	1.7	5.1
3	1.3	3.9
3	1.0	3.0
3	0.7	2.1
3	0.0	0.0

Sample A: Student earned an A, C, B and D in their classes. Each class is 3 credit hours.	
Total of 12 credit hours	
	3 hrs A = 12 pts
	3 hrs C = 6 pts
	3 hrs B = 9 pts
	3 hrs D = 3 pts
Total Points	30
Total Hours	12
GPA	2.5

Sample B: Student earned an A-, C+, B+ and D in their classes. Each class is 3 credit hours.	
Total of 12 credit hours	
	3 hrs A- = 11.1 pts
	3 hrs C+ = 6.9 pts
	3 hrs B+ = 9.9 pts
	3 hrs D = 3.0 pts
Total Points	30.9
Total Hours	12
GPA	2.575

More information may be found at <http://www.umsl.edu/bulletin/undergraduate/policies.html>



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UNIVERSITY CITY
Transform the Life of Every Student Every Day!

Textbooks:

World Civilizations, 5th and 6th ed.,
A People's History of the World
The Worlds History

Assignments:

Students will complete various reading and writing assignments, quizzes, exams, projects, mock trials, debates, presentations, simulations, and research projects, to name a few. Students will utilize class time for many assignments; however, homework like content reading, writing, and researching must be done at home prior to the lessons. This course is writing and reading intensive, so students must be prepared to use skills like critical thinking, analyzing, problem solving, synthesizing, and argument formulation. In order to achieve a satisfactory grade, each student must be in class each day, prepared to learn, and engage in the lesson.

Assignment Due Dates & Credit Opportunity:

An assignment submitted upon entry to class on the day of the assigned due-date is considered on-time, and will be given full credit opportunity; any time after but still that day is considered late or missing and will only receive 85% credit opportunity. An assignment submitted the next day will be reduced to 70%; two days late will be 50%; students then have one week to submit otherwise credit opportunity will be reduced to 25%. No late work will be taken the last week of a grading period.

Extenuating Circumstances apply and must be communicated before submission.

Summative Assignments - 70% of Your Grade

Summative Assessments include the following:

Full Exams - 100 points each

Students take approximately 3 full exams per semester. An exam consists of multiple sections; multiple choice, and written responses. Each will cover at least one chapter/unit but can cover multiples. There will also be a final exam [which may or may not be comprehensive] that will impact student's final average; sometimes, but not always, the term paper is substituted in the place of a final exam. These are the highest weighted assessments because they most closely simulate the AP requirements, specifications, testing environment, and assigned weight of each section. These are performed in class, hand-written, timed, and must be completed within the given time constraints. Any full length exam will include a combination of the following:

Multiple Choice

The purpose of these question types are to assess a student's ability to interpret various forms of historical data. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the multiple choice portion of the AP U.S. History exam.

Short Answer & Long Essay Questions

There are two types of free response questions, short answer and long essay. The purpose of these are to assess student's content knowledge and ability to incorporate evidence into an argument that proves or disproves a claim and/or thesis. The difference between the types is the required breadth and complexity of argumentation. Both are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portion of the AP U.S. History Exam.

Document Based Questions

The purpose of these question types is to assess a student's ability to interpret, analyze, and synthesize primary source documents into a cohesive argument complete with a thesis statement and supporting evidence. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portions of the AP U.S. History Exam.

Term Papers - 100 Points each

There will never be more than one term paper per semester; however, there will be several short (1-2 pages) writing assignments. The mini writing assignments are designed for practicing the skill in writing. The term papers require students to identify themes, developments, trends, etc. that have either continued through or changed across the entire history studied up to the point of the term paper. The purpose of the assignment is to engage students in long-range historical vision and analysis as well as provide an opportunity for review. Combined they assess student's skills in historical thinking, application, argumentation, writing, and prepare them for the AP U.S. History Exam. The term paper value is equivalent to a full exam, because it will be treated the same with the components of a full exam (content, argumentation, analysis, evidence, and so forth), while preparing you for the AP exam.

Research Papers - 100 points each

There will never be more than one research paper per semester. They consist of a protracted deep inquiry into a particular topic and specific research question(s). Research papers include formal elements not typically associated with lesser assignments or full exams but are standard specifications common to most disciplines. The final product is an in-depth answer and analysis to the findings pertaining to the stated research question(s). The lack of content breadth but increased content depth and focus on research methodology and process. The research paper value is equivalent to a full exam and term paper, because it will be treated the same with the components of a full exam and term paper (content, argumentation, analysis, evidence, and so forth), while preparing you for the AP exam.

Projects (PowerPoints, Podcast, Brochures, Newspaper Articles, Documentaries, Poster boards, etc.) – 100 points

Students will complete 2-3 projects within each semester (individually, or with a team). Projects will serve as an assessment over a particular topic, theme, or unit. The student(s) will display their knowledge, creativity, organizational skills, and so forth to prove their understanding for the projects. Single Long Essay Question (LEQ) or Document Base Question (DBQ) - 40 points each

There will be several Long Essay Question and Document based Question essays taken throughout each semester. LEQ's and DBQ's are sometimes assessed outside the confines of a full exam. They are still timed however are not in conjunction with a separate form of assessment as on the full exam. The cause of singular assessments is a response to the time constraints of daily class. There is not enough

time in a given class to do a true full exam as articulated in the AP Exam & Scoring section of this syllabus. The assigned value is to mirror the assigned value of the AP Exam's Section I, which contains both a DBQ and LEQ.

Book/Film Analysis - 40 points each

Book and film analysis, or "dissection," as it is referred to in some settings, is a required skill in the profession of academic history. It is also necessary for learning how to vet information as a functioning citizen of a modern society. Students will be assigned 1-2 books and multiple film analyses throughout a semester. The final product will either be a formal paper or presentation. Typically, more simple texts are written upon and more advanced texts are given to students as groups, upon which they must present in a professional presentation. The value of these assignments are weighted less than any other summative assessment except presentations; however, they are still pertinent for academic improvement in an AP/Dual credit course.

Presentation - 40 points each

Presenting is a required skill for many professions, history included. They are also a means by which students can grapple with difficult high-level texts while demonstrating their understanding. These are most often done in groups regarding an assigned book or film analysis. The presentations are equivalently valued the same as a book/film analysis, because they will support improvement in academic growth for an AP/Dual credit course.

Formative Assignments - 30% of Your Grade

Formative Assessments are designed to upload and process the necessary information on which students will be assessed formatively. They include the following:

Homework - 40 points each

Students will have weekly homework that consists mostly of reading, taking notes, studying, research, writing, and/or answering questions. This is a college course, and in college homework is often not graded, students are expected to be diligent and committed to the process of being successful academically, they are to study on their own. However, history has shown that unless homework is graded, students by-in-large will not do them. This is why they are the largest portion of formative assessments.

Spiral Notebooks (3 to 5 subject per semester) - 40 points each

What these are is literally in the title. They are a spiral notebook in which you will write down the daily contents, which include, a date, topic, learning objective, and agenda. Below each, the notes of the day should be recorded. Vocabulary terms, concepts, and people will also be completed in your notebook in the back section. Vocabulary will be completed progressively at the beginning of each class during "Bell Ringer" "Do Now" time. Vocabulary will be complete as a frayer model, which will be discussed more later... The Notebooks will be submitted prior to each full exam for a summative grade (Only during 1st Semester). The purpose is to learn vocabulary and note-taking skills as well as study material for exams.

Quizzes - 20 points each

Quizzes are most often of the "pop" type and will be conducted individually and/or as a group depending on their purpose. **There will be an unlimited number of quizzes taken throughout the entire school year.** The purpose are as follows: memory recall, review, information processing.

Activities - 10 points each

This category includes any miscellaneous classroom activities that may or may not be taken home to complete. When and what is dependent upon a variety of changing variables. **There will be an unlimited number of activities completed throughout the entire school year.**

Formal & Informal Discussions/Socratic Seminar's/Debates/Case Studies – 50 points each

All styles of discussions, seminar's, debates, and case studies are held frequently throughout the entire school year. Discussions are pertinent to the fact that they allow each student to process information more effectively, while also learning how to formulate arguments with supportive evidence orally. There will be 2 to 4 debates/case studies each semester (time permits). More information will come later...

Academic Dishonesty:

Listed as a level 2 infraction, on page 23 of The School District of University City Discipline Handbook academic dishonesty is divided into two broad overarching categories, cheating and plagiarism. It states, "Cheating/Plagiarism is using, submitting, or attempting to obtain or give data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism is taking someone else's ideas, words or thoughts and passing them off as one's own. Copying from another student's work is a form of plagiarism." Consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement Score of Zero on Assignment	Parent Involvement Score of Zero on Assignment with no make-up work
Maximum:	In-school Suspension Score of Zero on Assignment with no make-up work	Short-term Suspension Score of Zero on Assignment with no make-up work

Electronics:

Listed as a level 2 infraction, outlined on page 24 and 27 of The School District of University City Discipline Handbook is the policy concerning Possession or Use of Electronic Devices. Part 1 states,

"students are not allowed to use radios, tape players, CD and DVD players, MP3 players, personal music players, laser pointers, video games, toys, beepers, pagers or other such items unrelated to instruction unless so authorized by school personnel. These items should not be displayed during school hours and must be kept in a locker or backpack." Part 2 states, "Students are not allowed to use cell phones during instructional time unless given direct

permission by a teacher or administrator. This rule applies to all school environments including field trips. Cell phones should be turned off and not displayed during classroom periods. This prohibition includes text messaging, e-mailing and actual phone calling." It goes on to say that "Unauthorized electronic devices or electronic devices used in violation of Board policy will be confiscated. CONFISCATED PHONES MUST BE RETRIEVED BY A PARENT OR GUARDIAN." After confiscation, if a referral is submitted, consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Administrative Conference	In-school Suspension
Maximum:	Short-term Suspension	Short-term Suspension

MATERIALS NEEDED:

- 3 to 5 subject notebook (folder divide included)
- Writing utensil: ink pens/pencils
- highlighter pens (for notetaking)
- Chromebook

CLASSROOM Expectations:

1. Come to class each day ON-TIME with all required materials.
3. NO food or drink (drink with exception of a closed container) allowed in room.
4. Follow instructions the 1st time they are given.
 - * Attention signals are used:
 - When I say "listen" you say "up"
 - When I say "time to" you say "share"
 - When I say "bring it" you say "back"
5. Turn off and put away ALL cell phones and/ or electronics, **NO EXCEPTIONS.**
6. Participate **RESPONSIBLY** in classroom activities and discussions.
7. No Profanity – **No Exceptions (Always use School Etiquette)**
8. The Bell does not dismiss you – I do ☺

Stay current on all work! If you sit in class and do not do that day's assignment, it will not be made up!

ANY SCHOOL WIDE EXPECTATION NOT MENTIONED HERE IS STILL A CLASS EXPECTATION

Classroom Procedures:

1. Enter the classroom using school etiquette (quietly respecting self and others)
2. Take care of business at the beginning of class (sharpen pencils, etc.)
3. After instruction has begun, 1 to 2 students on the floor at a time (teacher's permission)
4. Use "Active Listening," skills when teacher/peer is speaking

- a. Attention signals will be used (ex. “when is say...” “you say...”)
5. Begin the “Do Now”/ “Bell Ringer” (vocabulary - 3 terms minimum daily)
6. After completing “Bell Ringer,” review objectives and Agenda for the day and prepare for instruction
7. If you are tardy, wait patiently at the door until I can open it, when entering have a seat quietly, and fall-in with the others (No Distractions) – ALL TARDIES ARE RECORDED ON SISK12
8. Restroom/Water Breaks – Use during free time (otherwise, passes are given to 1 student at a time)
 - a. Restroom breaks are monitored each quarter (how many are taken & time gone)
 - b. If you are tardy, you are not allowed a restroom break during class
9. When finishing assignments early, find something else to work on like vocab, notes, studying, etcetera
10. End of Class - Clean up after yourself before you leave (3 minutes before dismissal)
11. Missing work (See missing work tray, or teacher during their free time, or after school)
12. Fire Drills – follow drill directions accordingly (calm down & listen to teacher instructions)
13. When collaborating with teams, treat everyone with respect
14. Guest teacher (substitute), govern yourselves as scholars – we represent ourselves, parents, and school
15. Not following classroom expectation, will result in various consequences that follow the school handbook
 - a. Warning (Seat Change)
 - b. Conference and Parent notification
 - c. Referral (Admin takeover)
16. Rewards and Incentives are given throughout the year for academic growth, leadership qualities, participation, completing assignments on-time, come to class prepared, scoring “A” and “B” on assessments, and so forth...

***Parents and students are advised that if a student is not earning a passing grade by the issuance of the 1st Quarter progress report, a parent-teacher-student meeting will be scheduled to discuss a strategy for how the student can be successful in this course.

Because I believe parents and teachers must work together to help students succeed, please feel free to contact me with any questions or concerns.

E-mail: tdrummer@ucityschools.org

ANY SCHOOL WIDE EXPECTATION NOT MENTIONED HERE IS STILL A CLASS EXPECTATION

I have gone over all of these procedures with your child in class and have given time for questions. After the first week of school, each student is expected to know all classroom procedures.

Please take the time to go over these procedures with your child, complete, and send it back with your child by the end of the first week of school. Thank you and I look forward to a fantastic school year.

***I reserve the right to change any of these procedures at any time. I will notify the student of any changes.

World History – AP and Dual Credit Course Syllabus

DETACH! ONLY RETURN BOTTOM PORTION!

Student Name _____ Hour _____

Student Signature _____

Parent
Signature _____/Email _____

Parent Phone Number _____