**AP World History Mrs. Craddock – Room 1323**

**Clements High School 2018 – 2019** [**jennifer.craddock@fortbendisd.com**](mailto:jennifer.craddock@fortbendisd.com)

**Course Description**

The AP World History course focuses on developing students’ knowledge of world history from approximately 8000 B.C.E. to the present. We will study significant events, developments, and processes in **six historical periods** and focus on **five main course themes.** Throughout the course, students will develop and use **historical reasoning skills and practices** including analyzing and sourcing historical evidence and interpretations, comparative thinking, contextualization, causation, evaluation of continuity and change over time, and argument development based on evidence.

Students will be challenged to think globally and make connections among historical developments in different times and places encompassing the five major geographic regions of the globe: **Africa, The Americas, Asia, Europe, and Oceania.** Together we will explore differing perspectives, experiences, and interpretations of history in order to better understand the world in which we live.

AP World History is a reading and writing intensive course; we will analyze a variety of primary and secondary sources beyond the textbook, as well as write essays in preparation for the **AP Exam on May 16, 2019.**

**The Six Periods of AP World History:**   
1. Technological and Environmental Transformations (c. 8000 BCE to c. 600 BCE)   
2. Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)   
3. Regional and Trans-regional Interactions (c. 600 CE to c. 1450 CE)   
4. Global Interactions (c. 1450 to c. 1750)   
5. Industrialization and Global Integration (c. 1750 to c. 1900)  
6. Accelerating Global Change and Realignments (c. 1900 to the present)   
  
**The Five Themes of AP World History:**   
1. Interaction between humans and the environment   
2. Development and interaction of cultures   
3. State building, expansion, and conflict   
4. Creation, expansion, and interaction of economic systems   
5. Development and transformation of social structures

*(We will use the acronym* ***S.P.I.C.E****. for these themes:* ***S****ocial,* ***P****olitical,* ***I****nteraction between humans and the environment,* ***C****ultural developments/interactions,* ***E****conomic systems.)*

**Brief Course Outline**

**Unit One: Technological and Environmental Transformations**   
c. 8000 BCE to c. 600 BCE (Chapters 1-6)

Key Concepts  
**Key Concept 1.1 –** Throughout the Paleolithic era, humans developed sophisticated technologies and adapted to different geographical environments as they migrated from Africa to Eurasia, Australia, and the Americas.

**Key Concept 1.2** – Beginning about 10,000 years ago, some human communities adopted sedentism and agriculture, while others pursued hunter-forager or pastoralist lifestyles—different pathways that had significant social and demographic ramifications.

**Key Concept 1.3** – The appearance of the first urban societies 5,000 years ago laid the foundation for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

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**Unit Two: Organization and Reorganization of Human Societies**   
c. 600 BCE to c. 600 CE (Chapters 7-12)

Key Concepts   
**Key Concept 2.1** – As States and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

**Key Concept 2.2 –** The Development of States and Empires—As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

**Key Concept 2.3** – With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.

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**Unit Three: Regional and Trans-regional Interactions**c. 600 CE to c. 1450 (Chapters 13-21)

Key Concepts  
**Key Concept 3.1** — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

**Key Concept 3.2** — State formation and development demonstrated continuity, innovation, and diversity in various regions.

**Key Concept 3.3** — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

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**Unit Four: Global Interactions**c. 1450 to c. 1750 (Chapters 22-27)

Key Concepts  
**Key Concept 4.1** — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

**Key Concept 4.2** — Although the world’s productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

**Key Concept 4.3** — Empires expanded around the world, presenting new challenges in the incorportation of diverse populations and in the effective administration of new coerced labor systems.

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**Unit Five: Industrialization and Global Integration**c. 1750 to c. 1900 (Chapters 28-32)

Key Concepts   
**Key Concept 5.1** — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relation, and culture.

**Key Concept 5.2** — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

**Key Concept 5.3** — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

**Key Concept 5.4** — As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changes dramatically, and the numbers of migrants increased significantly.

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**Unit 6: Accelerating Global Change and Realignments**c. 1900 to the present (Chapters 33-37)

Key Concepts  
**Key Concept 6.1** — Rapid advance in science and technology altered the understanding of the universe and the natural world and led to advance in communication, transportation, industry, agriculture, and medicine.

**Key Concept 6.2** — Peoples and states around the world challenged the existing policial and social order in varying ways, leading to unprecedented worldwide conflicts.

**Key Concept 6.3** — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

**Textbooks/Course Materials**

Author: Jerry Bentley   
**Title: Advanced Placement Edition – Traditions and Encounters, 6th Edition**  
Publisher: McGraw-Hill Publishing Company

Excerpt from the Publisher’s Description: “Traditions & Encounters offers an inclusive vision of the global past—one that is meaningful and appropriate for the interdependent world of contemporary times. Given the diversity of human societies, gathering and organizing the sheer mass of information in a meaningful way is a daunting challenge for any world history survey course. The seven-part chronological organization enables students to understand the development of the world through time, while also exploring broader, big-picture thematic issues in world history.”

Author: Reilly, Kevin  
**Title: Worlds of History Volumes One and Two: A Comparative Reader**  
Publisher: Bedford/St. Martin's

Description: This is an excellent compilation of both primary and secondary sources. The comparative approach of this reader helps students analyze similarities and differences among civilizations as well as develop their critical thinking skills.

Helpful Websites and Resources

* [www.craddockworldhistory.weebly.com](http://www.craddockworldhistory.weebly.com)
* <http://connect.mheducation.com/> (Sign-in page for our online textbook resources)
* <http://www.collegeboard.com/student/index.html?student>
* <https://www.khanacademy.org/humanities/ap-world-history>
* <http://worldhistoryforusall.sdsu.edu/>
* <http://www.fordham.edu/Halsall/index.asp>

**Classroom Rules and Expectations**

CHS kids are the best. I know we will have the type of classroom atmosphere in which rules, expectations, and discipline will rarely need to be discussed. But just in case, here are a few guidelines:

* Respect others’ ideas, opinions, beliefs, and personal property. Never put others down. Live and let live. Help make our classroom a mean-free zone. This is the #1 rule.
* Classes are large and full of people who have a lot to say; please raise your hand when expressing an opinion or asking/answering a question.
* Follow all school rules in our classroom.
* **Maintain your academic integrity; please review the CHS Academic Honor Code and sign our class honor oath.**
* No restroom or locker passes during first and last 10 minutes of class – I don’t want anyone to miss important directions or assignments. Also, please do not abuse pass privileges. Limit pass use to twice per week at most, and only at appropriate times.
* Come to class **on time** and always be prepared with assignments, notebook, and books. **Do not use our time to go to your locker, run errands, or do other work.** We have one school year to learn thousands of years of history! :O

**Grades and Procedures**

* We will be using a tool called an interactive notebook, in which you will keep all of your work. **You must bring your notebook to class each day**. **We will have unannounced homework checks.**
* You will be able to access class materials, some assignments, and resources through Schoology. We may experiment with some quizzes in Schoology, and you will definitely have discussion and learning assignments housed in Schoology this year.
* Reading quizzes will be mostly multiple choice, matching, and short answer.
* Test formats may include short answer, multiple choice, matching, fill-in-the-blank, maps, and chronological order.
* You will write at least one long essay per nine weeks, based on the different types of essay questions on the AP World History Exam.
* **Vocabulary assignments, test reviews, time-outs, and article notes must be hand-written and attached in your interactive notebooks.**
* BYOD – we will often use tools such as Schoology, Socrative, and Kahoot in class, so please be sure to bring your charged device on most days. However, when we are not using them for class, they must be silent and in your backpacks.
* Participation is imperative for the success of our class, so please speak up! Bonus points may be awarded for participation in certain activities and debates, both in class and online.
* This course requires a large amount of reading, including the textbook, primary sources, and articles. **The key to success in this course is keeping up with reading assignments!**
* Homework passes can be earned and used to get an extra day if you are missing a homework assignment on the day of a homework check.
* Test corrections will be done the day after a unit test, and retesting is an option for students scoring less than 75%. Retesting will take place before or after school and students must retest at the scheduled time, even if there is a conflict with extra-curricular activities.
* If you are absent, it is your responsibility to make up missed notes and work.  **If you are absent on a test or quiz day, you will be expected to take the assessment upon your return to school,** unless you were absent for multiple days or there are extenuating circumstances.
* **There are no dropped grades in this class.**
* The **World History Advanced Placement Exam is May 16, 2019**. Tutorials for the AP exam will be held during the spring semester. Students are encouraged to purchase or borrow an AP World History study guide for personal use.
* Review sessions will be held before most tests, after school in our room, unless otherwise noted. Review sessions will last from approximately 2:40 – 3:30 pm.
* If you have questions, need help, or want some study tips and ideas, I am available Tuesdays and Thursdays after school from 2:30 to 3:00 pm, and most mornings before school. Just make sure you let me know if you are planning to come by, and don’t be afraid to ask if you need help!
* I am always open to suggestions and feedback, so also feel free to approach me with your ideas. This is YOUR education, and you should take part in the learning process as much as possible. ☺

**Below is your copy of our Class Honor Oath. You will receive another copy to sign and turn in to me.**

**Academic Honesty and Integrity in Advanced Placement World History**

Students will be held to the highest academic and ethical standards. Please see our student handbook for a complete explanation of consequences regarding cheating.

Please read, sign, and return the following oath regarding academic honesty in AP World History Class:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, confirm that **I will not give nor receive any unfair advantage**

(Print Name)

regarding my grades or the grades of another student. All of the work that I produce or submit in AP World History Class will be my original work created with my own efforts and ideas.

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*Printed Name of Student*