

AP EXAM WEDNESDAY, MAY 15TH!!!!!!



AP World History: Modern Syllabus 2023 - 2024

World Literature

Room: 1209-1210

Teachers: Ms. Pettry & Ms. Berry

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Tutoring: By appointment only

World Literature Coursework and Units of Study

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.

English Reading List

Night by Ellie Wiesel

Night is a 1960 book by [Elie Wiesel](#) based on his [Holocaust](#) experiences with his father in the [Nazi German](#) concentration camps at [Auschwitz](#) and [Buchenwald](#) in 1944–1945, toward the end of the [Second World War](#) in Europe. In just over 100 pages of sparse and fragmented narrative, Wiesel writes about the [death of God](#) and his own increasing disgust with humanity, reflected in the inversion of the parent–child relationship as his father deteriorates to a helpless state and Wiesel becomes his resentful, teenage caregiver (Wikipedia).

JL Mann English Department School Wide Reading List

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Standards	Link
English II	South Carolina College and Career-Ready Standards and Indicators for English 2
World History	Standards (pg. 96) Alignment Guide

Units of Study

Semester 1	Semester 2
Unit 1: The Global Tapestry (c. 1200 - c. 1450)	Unit 6: Consequences of Industrialization (c. 1750 - c. 1900)
Unit 2: Networks of Exchange (c. 1200 - c. 1450)	Unit 7: Global Conflict (c. 1900 to the present)
Unit 3: Land-Based Empires (c. 1450 - c. 1750)	Unit 8: Cold War and Decolonization (c. 1900 to the present)
Unit 4: Transoceanic Interconnections (c. 1450 - c. 1750)	Unit 9: Globalization (c. 1900 to the present)
Unit 5: Revolutions (c. 1750 - c. 1900)	Exam Prep

Course Textbook: Traditions & Encounters: A Global Perspective 6th ed.

Materials (Due August 15th in class)

Pencils with erasers

Blue or black ink pens

Highlighter(s)

Pack of colored pencils/markers

Loose-leaf college ruled notebook paper

2 in. Binder/ 10 dividers

Headphones that you can plug into your computer

***Other materials may be required throughout the year; students will be given advance notice

** If you would like to donate additional items for our classroom, my class Amazon list is linked on my website

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Map Tests

Throughout the year, students will study maps and complete tests by continent/ region. It is extremely important that students understand geographically where countries are located when discussing international interactions throughout time. Students are expected to complete practice maps and study them before the test. Continent tests can be retaken **by appointment** throughout the assigned quarter in order to improve scores (this does not include the Pre/Post tests).

Quarter 1:	World Map Pre-test Europe
Quarter 2:	Asia/ Oceania North/ Central/ South America
Quarter 3:	Africa United States
Quarter 4:	Middle East World Map Post-test

Make-up/ Late Work

All assignments missed due to absence must be turned in within 5 days of returning to school. It is **your responsibility** to collect this work and turn it in within the allotted time frame. If you have extenuating circumstances (prolonged illness, death in the family, etc.), you need to contact Ms. Berry or Ms. Pettry to make arrangements for completing missed work.

Late work will not be accepted after 2 days past the due date. Points will be deducted according to the following chart. It is **your responsibility** to collect this work and turn it in within the allotted time frame.

Number of days late	Total percentage deducted
1	15 %
2	25 %

Tardy/ Absence Policy

Each student will be asked to go to the HERO kiosk downstairs in B Building if they are not in the room when the bell rings and the door is closed. The first three tardies will be warnings and any subsequent tardies will result in referrals to administration.

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New Tech Cell Phone Policy

No personal technology is allowed to be out during class.

If cell phones or headphones are out:

1. Verbal warning
2. Student will be asked to place the phone in a locker
 - a. Refusal to do so will result in a referral
 - b. Excessive warnings will result in a call home and meeting with admin

School Wide Learning Outcomes/ Grading Policy

With the implementation of Project-Based Learning throughout the NewTech@Mann curriculum, students are assessed in numerous and often non-traditional ways. Student success is measured using a set of school-wide learning outcomes (SWLOs). The distribution of grade weight across these outcomes helps ensure an accurate measurement of student performance in our program. The following are descriptions of each SWLO and how much weight they carry in a student's overall grade. Ms. Berry and Ms. Pettry will submit all grades in Echo within 7 school days of the assignment due date.

- [Knowledge and Thinking](#) – 50% – The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- [Written Communication](#) - 15% – The ability to effectively communicate content knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.
- [Oral Communication](#) – 15% - The ability to effectively communicate content knowledge and thinking through oral interactions and presentations.
- [Collaboration](#) – 10% – The ability to demonstrate effective communication, responsibility, initiative, and leadership in order to be a productive member of diverse teams.
- [Agency](#) - 10% – The ability to reflect on the development of self-management skills, learning habits, and mindsets.

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PLEASE RETURN THIS PAGE TO Ms. Berry/Ms. Pettry by August 15, 2023

Parental Video Guide

This year we will be showing some of the following movies or clips and per district policy, we are requesting permission for your child to watch the following movies/clips: *English Language Arts and World History Crash Course* (Youtube Channel – Not-Rated), *The Invisible Children* (Not Rated), *Moana* (G), *Life of Pi* (PG), *A Knight's Tale* (PG-13), *The Boy in the Striped Pajamas* (PG-13), ABC's *Whodunnit?! (TV PG-13)*, *Lamb to the Slaughter* (Not Rated), *Amazing Grace* (PG), *French Revolution History Channel* (Not-Rated), *History Channel-World History clips*, (Not Rated), *Mankind: The Story of All of Us* (Not-Rated), *CNN10 Student News*, *The Book Thief* (PG-13), *The Monuments Men* (PG-13), *Woman in Gold* (PG-13), *National Treasure* (PG), *National Treasure 2* (PG), *Bridge of Spies* (PG-13), *Night at the Museum* (PG), *Swing Kids* (PG-13), *The Social Dilemma* (PG-13), *Fahrenheit 451* (Pg-13)

***These movies and clips tie in with the lesson content we are studying and also address South Carolina state standards for English II Language Arts and World History. There may be additional movies added to the list but we will notify you ahead of time if there is any change.

Once you have completed reviewing the course syllabus with your child, please sign and date the following document and have it returned to Ms. Pettry and Ms. Berry by the week of August 15th, 2023.

Student Name(print): _____

Student signature: _____

Parent(s) Name(print): _____

Parent(s) Signature: _____

Parent(s) Email: _____

Today's Date: _____

Please sign the form below and return it to school with your child. Alternate assignments will be provided for students if permission is not granted to view the movie. If you have any questions, please do not hesitate to contact me.

Student Name: _____

_____ I give my child permission to view the movie(s)/television show(s) above.

_____ I do not give my child permission to view the movie(s)/television shows(s) above. Please provide my child an alternate assignment.

Parent Signature: _____

Date: _____