

AP World History Syllabus

K. Davis-Owen, kdavis12@houstonisd.org
Room 146

Course Description:

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. ~ College Board

* Please Visit College Board's Course Exam & Description, instruction will be designed to meet these required standards. <https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-course-and-exam-description.pdf>

Class Expectations:

- Students will be on time and prepared for class
- Students will be engaged, productive, and committed to learning
- Students will interact respectfully with their teachers and peers
- Students must read at home; reading assessments will be administered according to the calendar posted in Canvas and in the classroom

Suggested Class Supplies:

- 1 ½" Binder with Dividers OR File-o-Flex (accordion organizer with dividers)
- Paper (lots of it)
- Note-taking and note-maintaining system, suggestions include:
 - A section in your binder for notes on loose paper that are organized by date
 - A LARGE spiral (at least an inch thick) solely for World History notes
- * Have a plan, notes can quickly become unorganized and unwieldy if left loose or in multiple notebooks
- Review Book: We generally recommend Princeton Review's for AP World History (Make sure it is no older than 2024), however many students have reported that the longer, more comprehensive AMSCO text is also helpful. There are copies of multiple review books for students to use and check out in the classroom as well.
- Red Pens
- Highlighters: Blue, Green, Pink, + 1 other color (your choice)

Grading Policy:

Classwork/ Daily Grades: 20%

- Classwork: any assignment where the majority of the work is done by students individually, in class
- Daily Grades: any assignment where the majority of the work is done as a class or in groups (ex: warm-up, exit slips, class polls, student break-out groups, debate, etc.

Homework / Notes & Minor Grades: 10%

- HW: any assignment where the majority of the work is done by students individually, at home
- Minor Grades consist of simple tasks that don't reflect a great commitment of time and/or independent processing such as end of class DOLs, completion of an AP Classroom task, etc.

Reading / Dates Assessments (during AP Review): 25%

- Reading Assessments will follow each chapter of reading (unless replaced by a unit exam)

Unit/Cycle Tests & Major Essays: 45%*

- All summative assessment dates (Major & Minor) are posted on the calendar in Canvas as well as in the classroom, there are no surprise assessments.
- (1st Cycle 30%) + (2nd Cycle 30%) + (3rd Cycle 30%) + (Final Exam 10%) = Semester Average

At the time of creating this syllabus, the assigned assessment day for Social Studies classes is **Friday**, every effort will be made to keep to that assigned day. If/when not possible, we will consult Sophomore calendar to try and find an alternative that prevents more than 2 assessments on a given day.

Make-up Work: In the case of excused absences, students will have a number of days equal to that of their absence to turn in make-up work without penalty. After the allotted make-up period has passed late penalties will be put in place. Students with planned absences will not be permitted to take in-class assessments ahead of class schedule.

Late Work: Late Work: Work is considered on time when turned in as instructed by the teacher (by beginning of class, by 11:59 in Canvas, etc.). From that point forward, students have 24 hours to turn the late work in for a maximum of a 70. **After 24 hours**, students may turn late work in for the **next 4 class days** for a maximum of a 50. Late Work will not be accepted after this window has ended.

Examples:

- Assignment is due Monday at the start of the class period, student turns in assignment same class day, later time, maximum grade is a 70% on the assignment.
- Assignment was due 2nd period on Monday, if in by 2nd period Tuesday it's a maximum of 70; if not, you have until the following Monday at 2nd period to get it in for a 50.

Re-Take Policy:

- Not to exceed 2 retakes per grading cycle, Final Exams are not eligible
- Maximum retake score is 70, (score of 70 to 100 = 70)
- The highest grade between the original and the retake is counted.
- The student, not the parent, must request the retake via email to teacher, in-person request, or via google form (whichever method is indicated in canvas)
- Student must request the retake by the deadline indicated in Canvas and complete the retake on the designated day
- Retakes are for tests and independent classwork only. A reading assessment (reading check) is an extension of homework and is not eligible for a retake.
- If there are multiple retakes in the same day, it is the student's responsibility to reschedule with the teacher in advance. No shows count as a taken retake.

Academic integrity:

All students are held accountable to the CVHS Academic Honor Code as well as HISD policies regarding academic integrity/cheating. The CVHS Academic Honor Code maybe found in full in the CVHS Student Handbook/Planner and CVHS Website. To supplement these policies, we would like to remind students that cheating, copying, usage of unapproved AI, talking during assessments, and plagiarizing will not be tolerated in this course. All assignments, handouts, notecards, homework, etc. are expected to be completed **individually** by the student; unless stated in the assignment instructions. It should be noted that academic dishonesty extends to any student aiding another student by providing test answers, quiz answers, assignment answers, or any disclosure of in-class activities prior to the other student having received the activity/information directly from the teacher. Having unauthorized materials (papers, phones, etc.) **in sight or with the potential to be viewed** during an assessment is considered academic dishonesty. **Any student demonstrating academic dishonesty will face the standard consequences outlined in the student code of conduct: a "0" in the gradebook that cannot be made-up/replaced and a referral to the disciplinary dean.** Academic Integrity applies to **ALL** parties involved, not simply the individual receiving assistance.

Course Pacing*: Rough Estimate, more detailed breakdown can be found on the course calendar

Fall Semester	Spring Semester
Foundations Overview: 8000bce-1200 CE Unit 1: Global Tapestry (1200-1450) Unit 2: Networks of Exchange (1200-1450) Unit 3: Land-based Empires (1450-1750) Unit 4: Transoceanic Interconnections (1450-1750) Unit 5 (Partial): Enlightenment & Pol Revolutions (1750-1900)	Unit 5 (Remainder): Industrial Revolution (1750-1900) Unit 6: Industry & Imperialism (1750-1900) Unit 7: Global Conflict (1900- Present) Unit 8: Cold War & Decolonization (1900- Present) Unit 9: Globalization (1900-Present) * AP Exam Review

*Course pacing may change due to testing calendars or other time constraints

Tutorials

- Tutorial hours are flexible and available by request in person or via email, general time slots include 8:00-8:25 (pre-scheduled), Long Advocacy, and lunch time not already booked by clubs (see schedule posted on door)

SIGNATURE PAGE – DUE _____

PLEASE TEAR OFF THIS PAGE, SIGN, & RETURN. YOU MAY KEEP THE SYLLABUS FOR YOUR RECORDS*.

*A PDF copy will also be available year-round on Canvas

Parent/Guardian & Student Responsibilities:

- Parents & Students: Monitor the gradebook application designated by the district, you can set alerts for low grades, missing work and absences that will send text messages to your phone.
- Parents & Students: Check the calendar weekly, the calendar will contain class topics, homework, test dates, and events for the week.
- Students: monitor your HISD student email, you will receive emails about work, make-ups, re-takes, etc.

STUDENT

I have read the syllabus with my parent/guardian and understand the course expectations.

_____ Student name printed

_____ Student signature

PARENT/GUARDIAN

I have read the syllabus with my student and understand what is expected of them in the course.

_____ Parent/Guardian name printed

_____ Parent/Guardian signature

Parent/Guardian Contact Info (if new/updated/different from HISD records)

_____ Phone

_____ Email