

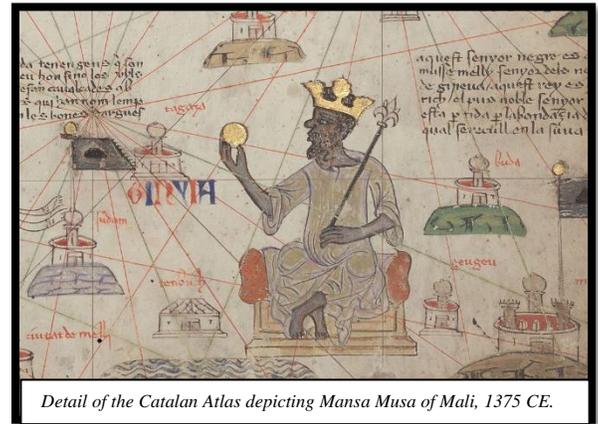
## AP World History 2021-2022 Syllabus, Mr. Fahler

- E-mail: [fahlerj@pearlandisd.org](mailto:fahlerj@pearlandisd.org)
- Canvas: Check for assignments/resources!
- Remind: Periods 1-4: **fahler1-4** | Periods 5-7: **fahler5-7**
- **Tutorials: M and W during Eagle Hour – 1<sup>st</sup> Half**

### Welcome!

I'm super excited to welcome you to AP World History!

Please keep these things in mind as we start out the year:



Detail of the Catalan Atlas depicting Mansa Musa of Mali, 1375 CE.

- **This is a college-level reading and writing class.** Students will be expected to complete all class readings at home and will be expected to write regular essays and reflections based on their readings in class. As a college course would, this class emphasizes the intelligent discussion of ideas over the memorization of random facts. However, you will be expected to do a little bit of each to be successful. **Only by reading the assigned work, being able to express yourself in writing and speech, and keeping up with the discussion can one expect an “A” in this course.** You will leave this class a changed student and I know you will gain valuable skills regardless of your AP exam score.
- **The AP Exam** is an assessment you will study for throughout the year. It is not easy and is not meant to be easy – but we will work together throughout the year to prepare you to pass it and gain the college credit and earn the recognition that comes with such an achievement. **It will occur on Thursday, May 12, 2022 at 8:00am.**
- **I expect students to show initiative and attention to their own learning.** While I am always willing to assist, I expect students to meet me halfway in terms of hard work and dedication. I have noticed while teaching APWH that students tend to overload themselves with higher level courses and activities.
- **It is impossible for me to cover everything in the book.** You will be responsible for your reading as the AP exam can be over anything the book covers. The best skill that you can develop this year is being able to search for information and apply it – which is certainly something we will practice a lot.

### Required Materials

- ✓ **Student laptops provided by the district OR personal laptops!**
- ✓ 2-3 blue or black ink pens for writing assignments and reading notes
- ✓ 2-3 pencils with erasers for class notes and multiple-choice tests
- ✓ 1 spiral notebook devoted to AP World History for reading and class notes (College ruled; any size is fine)

### Course Description from the College Board:

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.

### Required Course Texts - *There will also be several other required readings provided by the teacher.*

Pollard, Elizabeth, Clifford Rosenberg, Robert Tignor, et al., *Worlds Together Worlds Apart with Sources: Second AP Edition*. New York: W. W. Norton & Company, 2019. **(Primary textbook, check-out)**

## Classroom Expectations

Discipline: this is an AP class. Students are expected to set an example for the rest of the school, so I have high standards:

- Be prompt and arrive to class early or on time.
- Be prepared to begin class on time.
- Be polite to the rest of the class by not rudely interrupting or using rude language.
- No electronic devices without prior teacher approval. This also applies to headphones.
- Do not talk during the pledge, announcements, or the moment of silence.
- 10/10 Rule: Students may not leave class during the first 10 minutes or last 10 minutes per DHS policy.
- No food or drink is permitted without special permission; however, water is fine. (Cockroaches? Mice? Ants? No.)
- ABSOLUTELY NO OUTSIDE CLASS WORK IS PERMITTED. When found, it will be confiscated and the teacher whose class it is for may be notified. Plagiarism will be reported if I find you copying your friend's work.

## Academic Honesty

Please review the Dawson High School Cheating/Plagiarism policy in the student handbook. Academic dishonesty will be dealt with swiftly with the grade being recorded as a "0," the students' parents being notified, and possible other consequences being applied based on the nature of the assignment in question. For all tests, the student will be written up and evidence presented to document the case.

If you are caught cheating in my class, you risk putting future letters of recommendation, NHS membership, and your reputation in danger. Don't make me remember you for the wrong reasons.

The following are considered cheating:

- Plagiarism
- Copying answers (multiple versions of tests are given)
- Having a "cheat/crib sheet" (students will only need a pen and pencil for their tests)
- Using past students' notes
- Using anything other than handwritten notes during a reading quiz (notes will be checked and initialed to prevent sharing)
- Having a phone out during a test for any reason – including checking the time.
- Having a smart watch on your wrist. Analog or digital watches are fine, even during the AP exam.
- Discussing a test after you take it with your classmates – wait until the teacher gives the all clear to do this. Tests will be given with different key versions for each class period to avoid problems with this issue. **Short answer question and essay prompts may change between classes.**

**Remember: if AP were easy, it wouldn't be worth signing up for. My goal as a teacher is to help you prepare for the AP exam and challenge you academically in ways you have never experienced. You will not grow in this class without doing the required work.**

## Grading Policies and Grade Descriptions

Student grades will be based on the following:

- **Daily assignments** such as daily warmups and in-class work
- **Quizzes** which will count as two daily grades and may be announced or not
- **Class participation** in discussions and activities.
- **Homework** due the next class period at the beginning of class.
- **Short Answer Questions and practice essays** which seek to help students improve writing and thinking skills (SAQ/DBQ/LEQ)
- **Major assessments** such as tests, group projects, and essay
- **As per PISD policy**, there will be a 60-40 split for grades. 60% of your grade comes from major grades (essays, tests, projects) and 40% from daily grades (quizzes, daily work).
- **All tests will be timed to reflect the AP test.** Most unit tests are 43 minutes: 30 Q MC and 1 SAQ.
- **Late daily work will not be accepted.**
- **Failing test grades** can be made up within three days of the test, but only for two assessments per nine weeks for major grades. There is no limit to daily grades. Students can earn no higher than a 70 on a makeup test. If one misses a project or essay, a 0 will be recorded until the student discusses a solution with the teacher.
- **According to district policy, the teacher will reassess and/or add a curve if the failure rate is greater than 50% on an assessment.** Please bear in mind this applies to all like classes in a single year, not just the class period you are part of. This data will be presented to students regularly. Most curves result in 5% extra credit at most.
- **Final grades** will be calculated according to district policies: term grades: 40% of semester grade, semester exams: 20% of semester grade

## The AP Exam

The AP Exam consists of two sections:

### Section I

- 55 multiple-choice questions (55 minutes; 40% of exam score)
- Three short-answer questions (50 minutes; 20% of exam score)

### Section II

- One document-based question (60 minutes, which includes a 15-minute reading period; 25% of exam score)
- One long-essay question, chosen from three (40 minutes; 15% of exam score)

Scores given by the Readers on the free-response questions are combined with the multiple-choice results.

This is then converted to a 5-point scale:

**5: Extremely Well Qualified**

2016: 6.5% of students

**4: Well Qualified**

2016: 15.5% of students

**3: Qualified**

2016: 29.2% of students

**2: Possibly Qualified**

2016: 28.9% of students

**1: No Recommendation**

2016: 19.9% of students

Most colleges will accept a 3 or higher for credit. We will discuss in class how you can be aware of what your “dream college” is expecting. Note that some colleges accept the score for credit while others might acknowledge it as part of admissions without giving equivalent course credit.

**At the end of the day, the fact that you challenged yourself and prepared yourself for college should be your end goal in taking this course.** We will discuss this more in the AP World History Success Guide.

AP World History: Modern Scope (1200 CE to Present)

The 9 units provide a general outline to our course. They are listed below to provide you with an idea of the scope of what we will cover. In addition, we will be spending the first six weeks of class covering material that comes before to help us better understand what the world looked like in 1200 CE.

Unit 1: The Global Tapestry	8%–10%	Unit 2: Networks of Exchange	8%–10%
Unit 3: Land-Based Empires	12%–15%	Unit 4: Transoceanic Interconnections	12%–15%
Unit 5: Revolutions	12%–15%	Unit 6: Consequences of Industrialization	12%–15%
Unit 7: Global Conflict	8%–10%	Unit 8: Cold War and Decolonization	8%–10%
Unit 9: Globalization	8%–10%		

## AP WORLD HISTORY ASSESSMENT CALENDAR AND READING SCHEDULE, 2021-2022

### General notes:

- All quizzes, tests, and formal assessments will be timed to reflect the timing on the AP World History exam that all students are expected to take in May.
- Chapter reading quizzes *usually* on Thursdays; Guided readings and note handouts are *usually* due before these quizzes and may be used to complete the quiz.
- *Most* tests will fall on Thursdays and will *not* happen the same week as a reading quiz.
- There will usually be one test and/or one reading quiz each week.
- Timed writing assignments that will count as quiz or test grades will be included throughout the year after proper writing instruction has been provided.
- ***Students should practice proper time management throughout the week. This is an AP course – it is meant to be a challenge, but we will get through it! Remember: deadlines are closer than they appear!***

**Please note that this calendar will change throughout the year based on campus activities.** Check Canvas, Remind, and in-class announcements for up-to-date assignment dates. This draft is meant to serve as a pacing guide for students. Note also: this calendar leaves out most daily grades and writing activities!

### Format for Assessments:

- Reading Quizzes: We will randomly switch between multiple choice, short answer questions, and hybrid “mixed” quizzes throughout the year. Multiple choice: 10 multiple choice questions. Short answer: AP exam-style short answer question (SAQ). Hybrid: 5 multiple choice questions and 1 part of an SAQ. Students may use their notes. **Time limit: 10 minutes for MC; 13 minutes for SAQ; 10 minutes for Hybrid**
- Guided Reading Assignment: Based on important parts of the chapter and designed to help you succeed on quizzes. I may randomly check for completion OR for quality/correct number of questions.
- Map Tests: Matching format. Guides provided on my website. **Time limit: 45 minutes**
- Timeline Tests: Matching format and short answer. For matching (50% of grade), students match dates and events. For short answer (50% of grade), students are given 4 events for which they must describe the historical significance. Guides provided on my website. **Time limit: 45 minutes**
- Unit Tests: 30 questions multiple choice and 1 short-answer question. **Total time limit: 45 minutes**
- Semester and Final Exams: RELEASED AP EXAMS will be given for these. **Time limit: TBD based on finals schedule**
- Personal Progress Check (“PPC”): A completion grade will be given for these. **Time limit: Depends on number of questions – e.g. if you have 10 questions, time limit is 10 minutes, with 15 questions you will have 15 minutes.** Note: you will have a 2-week window in which to complete this extra credit which will go toward your unit test.

Main textbook: Pollard, et al., *Worlds Together, Worlds Apart*; Review textbook: AMSCO *World History Modern*

Date	Assignment	Content	Page Numbers
<b>Introduction: Foundations of AP World History: Modern (8000 BCE – 1200 CE)</b>			
8/26	Reading Quiz, AMSCO Prologue	History Before 1200	xli-lxii
8/27	Short Answer Question Timed Writing	History Before 1200 (AMSCO)	
9/2	<b>Foundations Map Test</b>	Classical/Postclassical Geography	
9/3	Reading Quiz, Pollard, et al., Ch. 1	The Rise of Universalizing Religions	3-39
9/9	<b>Foundations Timeline Test</b>	Major Events before 1200 CE	
9/10	Reading Quiz, Pollard, et al., Ch. 2	New Empires and Common Cultures	57-95
9/16	<b>Foundations of APWH Modern Exam</b>		Note: 30 MC, 1 SAQ

Date	Assignment	Content	Page Numbers
<b>Period 1: Regional and Interregional Interactions (ca. 1200 to ca. 1450)</b>			
<b>Unit 1: The Global Tapestry</b>			
9/23	Reading Quiz, Pollard, et al., Ch. 3	Becoming "The World," 1000-1300	113-153
<b>9/24: Last day to drop until semester ends!</b>			
9/30	<b>Period 1 Map Test</b>	Period 1 Geography	
10/1	Reading Quiz, Schaffer "Southernization"	"Southernization" of Afro-Eurasia	1-21
10/7	Reading Quiz, Pollard, et al., Ch. 4	Crisis and Recovery in Afro-Eurasia	169-203
10/8	Timed Writing: Unit 1 LEQ	Unit 1-2 Content (See CED)	
10/15	Comparative History Portfolio/Activity	Unit 1-2 Content (See CED)	AMSCO Units 1 and 2
<b>10/15: End of 1<sup>st</sup> Grading Period!</b>			
10/25	Verbal DBQ: State vs. Religious views of Wealth Accumulation (2017)		
10/27	Unit 1 Personal Progress Check (PPC) Due		
10/28	<b>Unit 1 Exam (30 MC, 1 SAQ)</b>		

Date	Assignment	Content	Page Numbers
<b>Period 1: Regional and Interregional Interactions (ca. 1200 to ca. 1450)</b>			
<b>Unit 2: Networks of Exchange</b>			
11/4	<b>Period 1 Timeline Test</b>	1200 CE – 1450 CE	
11/5	Reading Quiz, AMSCO 2.2	The Mongol Empire and the Modern World	85-91 (AMSCO)
11/12	<b>Project: Trial of Genghis Khan</b>	The Mongolian Empire	*Lasts entire week!*
11/17	Unit 2 Personal Progress Check (PPC) Due		
11/18	<b>Unit 2 Exam (30 MC, 1 SAQ)</b>		
11/22-11/26: Thanksgiving Break			

Date	Assignment	Content	Page Numbers
<b>Period 2: Global Interactions (ca. 1450 to ca. 1750)</b>			
<b>Unit 3: Land Based Empires</b>			
12/2	<b>Period 2 Map Test</b>	Period 2 Geography	
12/3	Reading Quiz, AMSCO Unit 3	Land Based Empires	141-181
12/8	Unit 3 Personal Progress Check (PPC) Due		
12/9	<b>Land Based Empires Project</b>	Land Empires of Unit 3	*Lasts entire week!*
12/13-12/17: Finals Week 12/20-1/5: Christmas Break			

Date	Assignment	Content	Page Numbers
<b>Period 2: Global Interactions (ca. 1450 to ca. 1750)</b>			
<b>Unit 4: Transoceanic Interconnections</b>			
1/13	Reading Quiz, Pollard, et al., Ch. 5-7*	Contact, Commerce, and Colonization	Page numbers will be given in class – we will NOT read all of Chapters 5-7 but will only read parts relevant to Unit 4
1/14	<b>Period 2 Timeline Test</b>	1450 – 1750	
1/21	Class Activity, "Born with a Silver Spoon"	Scholarly article (read throughout week)	201-221
1/26	Unit 4 Personal Progress Check (PPC) Due		
1/27	<b>Period 2 Exam (Units 3 and 4)</b>		

Date	Assignment	Content	Page Numbers
<b>Period 3: Industrialization and Global Integration (ca. 1750 to ca. 1900)</b>			
<b>Unit 5: Revolutions</b>			
2/3	Reading Quiz, Pollard, et al., Ch. 8	Reordering the World	401-436
2/4	<b>Period 3 Map Test</b>	Period 3 Geography	
2/10	Reading Quiz, Pollard, et al., Ch. 9	Alternative Visions of the 19 <sup>th</sup> Century	453-485
2/11	Timed Writing: Unit 5 LEQ	Unit 5 Content (LEQ)	
2/17	Reading Quiz, Pollard, et al., Ch. 10	Nations and Empires	503-537
2/18	Unit 5 Personal Progress Check (PPC) Due		
2/24	Reading Quiz, Pollard, et al., Ch. 11	An Unsettled World	557-591
2/25	<b>Period 3 Timeline Test</b>	1750-1900	
2/28	Timed Writing: Unit 6 DBQ	Unit 6 Content (DBQ)	
3/2	Unit 6 Personal Progress Check (PPC) Due		
3/3	<b>Period 3 Exam (Units 5 and 6)</b>		
3/11	<b>DBQ Poster Project (Entire Week)</b>		

Date	Assignment	Content	Page Numbers
<b>Period 4: Accelerating Global Change and Realignment (1900 – Present Day)</b>			
<b>Unit 7: Global Conflict</b>			
3/24	<b>Period 4 Map Test</b>	Period 4 Geography	
3/25	Reading Quiz, Pollard, et al., Ch. 12	WWI, WWII, and Decolonization	619-657
3/31	Reading Quiz, Pollard, et al., Ch. 13	The Three World Order	675-711
4/1	<b>Global Genocide Research Activity (Entire Week)</b>		
4/8	Unit 7 PPC Due		
4/13	Reading Quiz, Pollard, et al., Ch. 14	Globalization	729-765
4/14	<b>Period 4 Timeline Test</b>	1900-2000	
4/20	Units 8 <b>AND</b> 9 PPC Due		
4/21	<b>Period 4 Exam</b>		

Date	Assignment	Content	Page Numbers
<b>AP Exam Review</b>			
<b>“The Final Countdown”</b>			
To be announced IF possible: Saturday on-campus Mock AP Exam (this is OPTIONAL and you will need to sign up) Ideal date is Saturday, April 9, but I will let you know if things change as the date gets closer.			
4/25	AP Diagnostic Exam Day 1 (You will learn more about this when the time gets closer) <b>**Multiple choice only**</b>		
4/26	AP Diagnostic Exam Day 2 <b>**Multiple choice only**</b>		
4/29	Periods 1-2 Review Quiz	Periods 1-2	
5/5	Periods 3-4 Review Quiz	Periods 3-4	
5/6	<b>Total Timeline Test</b>	Periods 1-4	
5/12	<b>AP World History: Modern Exam</b> Planned location: Fine Arts Gym Planned time: 8:00am	Periods 1-4	

# Welcome to AP World History: Modern

Mr. Fahler, Dawson High School

Dear AP World History Students:

I'm super excited to welcome you to AP World History! You have signed on to a challenge which will be tough but is worth it in the end. AP World History is a college-level course meant to test you academically and it will live up to that promise. This is a reading and writing-intensive class, and a successful year will require dedication from all parties involved.

This class is not easy. Nor is it impossible. Nationally, only 15% of high school students even take this class and of those who take the AP exam only about 50% earn a 3, 4, or 5 – the three marks considered to be credit-worthy by many colleges and universities in the United States. With that said, this course is more about working hard than being amazingly intelligent. Hard-working students will more likely be able to not only pass but get a higher mark (a 4 or 5) especially if they listen to the teacher as to what to expect in May during the AP exam.

Early on in this course students may feel overwhelmed. This is a college-level course, and this feeling might be expected. However, developing good study habits will make your life easier over the next nine months until the AP exam. Remember: you are in this class because you wanted a challenge. Well, here it is!

## Please keep these things in mind:

- I am more than happy to help, but you must meet me halfway. If you say you are studying, I will believe it. If you claim you are reading the book and have notes to prove it, I will not question you. With that said, these things need to be true for you to succeed. Don't blame others on your lack of preparation.
- Most students will fail at least one exam, reading quiz, or other assessment. This might be the first time in your life that this happens. When this happens, learn from your mistake! *Reassessments and test corrections exist – use them!* Remember, you are limited to two major test retakes per nine weeks but can use as many reading quiz retakes as necessary.
- By the time the exam in May is here, you will be ready if you've done what I ask. It might seem impossible now or even in April when we begin to wrap up new material, but you will be ready.
- By the time we get the test results in July, I am more concerned with who improved more than who "passed." A "2" is "possibly qualified" according to the College Board. This is still impressive if you've done your best. If you worked hard and can say in solid confidence that you tried - you did well. The best part about this class is that it will prepare you for college. This is more important to me than you even earning college credit.

## General Study Tips

- Check the Canvas page. It will include up to date calendars and modules for assignments. Usually, when test/quiz dates get changed, the update will be on the website or at least discussed in class. In addition, I will post extra resources we may not get to in class to help you study or generally learn more about the topics at hand.
- Read your textbook. This may sound obvious, but all students try to take shortcuts. (Yes, I said "all." 😊) Knowing, and more importantly, understanding and applying the content of the text will help you understand the material more effectively.
- Create a study group outside of class. This might be a group of friends who meet after school. This is not required by any means but is a great way to remember and reflect on what you've learned.
- Read and re-read the assessment calendar and ask yourself "am I ready for what's happening next?"

- **Use the resources I give you from the College Board. They write the exam and are a wonderful resource for learning new content and practicing new skills.**

### **At the Beginning of Each Chapter**

- Use the Learning Objectives and Key Concepts I give you to align the chapter content with the course curriculum. This will help you do two things: 1.) organize the content and make better sense of it and 2.) focus more on what the College Board says is important for the AP exam. Work smarter, not harder!
- Be able to define terms with which you are unfamiliar. Terms will not always show up as bolded or italicized in the text and it is your responsibility to look them up.
- When taking notes, don't write too much. You probably will at first and will later learn what is more important and what is not. When the teacher explains tips on what to pay attention to in class, listen! Remember: notes taken in your own handwriting can be used on the reading quizzes, but they are timed, so don't expect to rely on them too much and keep your notes organized and easy to read.
- Email me ([fahlerj@pearlandisd.org](mailto:fahlerj@pearlandisd.org)) if you have questions about the chapter or ask in class.

### **Course Canvas**

The Canvas Page is an important and useful source to all things relevant to AP World History. I recommend that after reading this you explore the page when you get a chance (if it indeed is up – I will let you know when it is fully working however). It includes a few major parts:

- Access to OneDrive – where all course notes, handouts, and other important information will be posted
- Tips for doing your best on the written and multiple-choice portions of the AP exam
- A first-day packet which you will receive on day one (including this letter)
- All study guides for our "easy" map and timeline tests
- Links to other AP World History resources – including College Board resources which will be helpful both for signing up for the AP exam and retrieving your scores in July

### **Don't Panic**

If I said you wouldn't do much work in here, I would be doing you a disservice, but if you take everything in stride and take my advice, there is no need to panic. Each summer, I spend a week grading the written portion of the AP exam and after that experience I am super proud of our Dawson students. You will learn valuable skills and apply them and while this might be the toughest history course you've taken so far; it isn't worth panicking about in the end. You will grow as a student and individual and I look forward to seeing you flourish.

Best,

Mr. Joshua Fahler  
[fahlerj@pearlandisd.org](mailto:fahlerj@pearlandisd.org)