

AP World History

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Fall 2022 - Spring 2023

Welcome

Congratulations on your membership in this fantastic voyage! With your help, our class will visit some amazing places and challenge our understanding of the human experience. For many of us, this will be a more thorough introduction to nonWestern locations and perhaps an original attempt to create a broader narrative of the last one thousand years.

My first advice is to read. Get in the habit of reading everyday and it will serve you well for your lifetime! As a result of the extended curriculum, portions of the course will be your own responsibility. Being an AP class, there will be clear expectations of work completion between class sessions.

My second advice is to be organized. You will be expected to follow unit outlines that indicate daily topics, homework assignments and due dates. If you have not already organized your google docs, you will want to create a folder for this course and subfolders for each unit of study. These will be locations to save your notes and study from past assignments. While I will begin the class with some paper copies, I would image more and more of the bulk of class notes will be organized digitally using google classroom.

Course Materials

Ways of the World, A Global History, with sources by Robert Strayer (2022), 4th edition.

Google Classroom

5th hour code: uzbpzdm

7th hour code: cfblld6

Zoom

Links will be provided as needed to remote learning during the year.

Youtube

Students will be assigned selected documentaries to support the course objectives and increase engagement.

AP test date: Thursday, May 11 You do NOT have to take the AP test
The enrollment process for the AP exam is early. We can discuss your options individually.

Office Hours / Help Dr. H is not at CHS on A Days.

On B days, please schedule times for help, retakes, etc. before school, during Greyhound Time or after school.

Grades / Feedback

We are all adapting to learning in flexible ways in a new block schedule. As a result, the assessments in this course may need to be adjusted as we move through the semester. However, here is a general guide to grading and feedback.

- 50% Summative Assessments -there will be a test at the end of each unit or two
- Mixture of MC, Short Answer, LEQ and DBQ, but almost always an essay
 - Students will be able to make up or revise summative assessments if they show evidence of academic work in the unit of study
 - All summatives must be taken as a requisite for the class or INS (0%) will result

- 50% Formative Assessments - ongoing “checks” along the way
- Quizzes, written responses, video guides, etc to measure understanding
 - Students will be able to make up or revise formative assessments, but only within the given Unit of Study

++NEW++ The district has instituted an INS grade this year for insufficient evidence; this will be recorded as a zero (0%) for unattempted work. If you don't do your work, you will no longer receive a M (50%).

Format for the 2021-2022 AP test

<u>Section I part A:</u> m u l t i p l e c h o i c e	55 min for 55 questions	40%
<ul style="list-style-type: none">● sets of 2-5 questions per a given piece of info● analyze primary sources, secondary sources, images, graphs, maps		
<u>Section I part B:</u> s h o r t a n s w e r	40 min for 3 questions	20%
<ul style="list-style-type: none">● 2 required questions, 3rd question is a choice of 2 options● comparison, causation, ccot or source analysis and application		
<u>Section II part A:</u> D B Q	60 min for 1 question	25%
<ul style="list-style-type: none">● essay using 5-8 primary and secondary source documents● students develop argument based on assessment of historical evidence		
<u>Section II part B:</u> L E Q	40 min for 1 question	15%
<ul style="list-style-type: none">● 3 similar questions, students select the time period to apply● students explain important themes using historical evidence (no doc		

OUTLINE OF THE COURSE

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

1st Quarter: Units 1 and 2

2nd Quarter: Units 3 and 4

3rd Quarter: Units 5 and 6

4th Quarter: Units 7-9

[HERE is the complete AP guide](#)

from the College Board. It is great if you are having difficulty sleeping at night.

Themes of World History

THEME 1: HUMANS AND THE ENVIRONMENT

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS

The development of ideas, beliefs, and religions illustrates how groups view themselves, and the interactions of societies often have political, social, and cultural implications.

THEME 3: GOVERNANCE

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

IN - interaction with the environment

S - social organization

P - political

E - economic

C - culture

T - technology

What do we “do” with history?

INSPECT

AP History Practices

<p><u>Practice 1: Analyzing historical evidence</u></p> <p><i>Primary sources</i></p> <ul style="list-style-type: none"> • describe relevant info or argument within a source • explain the meaning and significance of POV, purpose, context and / or audience of the source • evaluate the credibility or limitations of the source <p><i>Secondary sources</i></p> <ul style="list-style-type: none"> • describe + analyze the historian's argument and evidence used to support claim • describe + analyze patterns or trends in quantitative, non-text data • explain how context impacts the historical argument • evaluate effectiveness of argument 	<p><u>Practice 2: Argument development</u></p> <ul style="list-style-type: none"> → make historically defensible claim in form of an evaluative thesis → support argument using specific and relevant evidence → use historical reasoning to explain relationships among pieces of historical evidence → consider ways that diverse or alternative evidence could be used to qualify or modify an argument
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AP History Thinking Skills

contextualization	comparison	causation	ccot
<i>describe historical context</i>	<i>describe similarities or differences</i>	<i>describe causes or effects</i>	<i>describe patterns of continuity or change over time</i>
use historical context to explain the significance of historical development or process	explain historical significance of similarities or differences	-explain relationship between cause and effect -explain difference between primary and secondary causes -explain difference between short and long-term effects	explain the relative significance of these patterns of continuity or change over time