

**Instructor**: Andy Pfannenstiel

**Location**: Room # 210

**Contact Information**: [andrew.pfannenstiel@tusd1.org](mailto:andrew.pfannenstiel@tusd1.org)

**Class Website:** pfannenstielhistory.weebly.com

**Planning Period**: Period 2

**Course Overview:**

This course will be a survey course which focused on World History since 1200 CE. Throughout the year we will focus on major themes and ways to think historically which are important in the examination of past events. The study and applications of these themes to topics of World History will help students develop a more historical and global perspective. Students will also improve their critical thinking skills, reading and analytical skills, as well as academic writing skills during this class. Students will be expected to work at a high academic level as this is the equivalent of an introductory college course. A major goal of this course is to make the study of history enjoyable and engaging for students. **Students will be working to prepare for and be expected to take the AP World History Test, which is on on May 14, 2020.**

Major aspects of this class that will used throughout all periods of study are:

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| **AP Historical Thinking Skills** | **Course Themes** |
| **Skill 1: Contextualization**  **Analyze the context of historical events, developments, or processes.**  **Skill 2: Developments and Processes**  Identify and explain historical developments and processes  **Skill 3: Sourcing and Situations**  Analyze sourcing and situation of primary and secondary sources.  **Skill 4: Claims and Evidence**  Analyze arguments in primary and secondary sources  **Skill 5: Making Connections**  Using historical reasoning processes(comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.  **Skill 6: Argumentation**  **Develop and argument** | **THEME 1: HUMANS AND THE ENVIRONMENT (ENV)**  **THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)**  **THEME 3: GOVERNANCE (GOV)**  **THEME 4: ECONOMIC SYSTEMS (ECN)**.  **THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)**  **THEME 6: TECHNOLOGY AND INNOVATION (TEC)** |

***COURSE CONTENT***

***AP WORLD HISTORY IS BROKEN INTO NINE UNITS OF STUDY THAT FALL INTO FOUR MAJOR TIME PERIODS. EACH UNIT WILL BE ASSESSED ON THE AP TEST ACCORDINGLY***

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| ***UNIT TITLES AND MAJOR TOPICS*** | ***TIME PERIOD*** | ***EXAM WEIGHT*** |
| **Unit 1: The Global Tapestry**  -Developments in East Asia, South Asia, Southeast Asia, & Dar-al Islam  **-**State-building in Africa and Asia | |  | | --- | | **c. 1200 to c. 1450** | | **8–10%** |
| **Unit 2: Networks of Exchange**    **-**The Silk Road Trade Network  -Trans-Saharan Trade Network  -Indian Ocean Trade Network  -The Mongols and their impact on the Modern World | |  | | --- | | **c. 1200 to c. 1450** | | **8–10%** |
| **Unit 3: Land-Based Empires**  **-**The Expansion, Administration, and Belief Systems of Land Based Empires  -Specific Empires include: Aztecs, Ottoman, Safavid, Mughal, Manchu/Qing Dynasty, & Roman Empire | **c. 1450 to c. 1750** | **12–15%** |
| **Unit 4: Transoceanic Interconnections**  **-**Causes & Effects of Oceanic Exploration  -Columbian Exchange  -Establishment of Maritime Empire in the Atlantic and Indian Oceans  -Major Changes to African, Asian, American, & European Social Structure | **c. 1450 to c. 1750** | **12–15%** |
| **Unit 5: Revolutions**  **-**The Enlightenment  -Nationalism & the Atlantic Revolutions  -Causes & Effects of Industrialization  -Government Role in Industrialization  -Economic Developments & Reactions to Industrialization  -Societal Changes caused by Industrialization | **c. 1750 to c. 1900** | **12–15%** |
| **Unit 6: Consequences of Industrialization**  -Rationale & Characteristics of Imperialism  -Indigenous Responses to Imperialism  -Development of the Global Economy  -Causes & Effects of Migrations in the Interconnected World  -Increased State Expansion | **c. 1750 to c. 1900** | **12–15%** |
| **Unit 7: Global Conflict**  **-**Causes & Characteristics of WWI  -Economy of the Interwar Years  **-**Causes & Characteristics of WWII  -Mass Atrocities and Genocide of the 1900’s | **c. 1900 to the present** | **8-10%** |
| **Unit 8*:* Cold War and Decolonization**  -Spread of Global Communism  -Causes, Characteristics, & Effects of the Cold War  -End of the Cold War  -Global Resistance to Established Political, Economic, and Social Systems  -Decolonization and the creation of new states after 1900 | **c. 1900 to the present** | **8-10%** |
| **Unit 9: Globalization**  -Economics in the Global Age  -Global Culture after 1900  Major advances in Technology and Exchange after 1900  -Technology and its impact on Disease  -Debates about the Environment after 1900  -Reform Efforts after 1900  -Global Institutions created after 1900  -Resistance to Globalization | **c. 1900 to the present** | **8-10%** |

***There may be slight changes to time spent on topics/periods of study depending on student mastery.***

***Course Text and other Reading:***

Main Text*: World Civilizations: The Global Experience:* Fifth Edition by Peter N. Stearns, Michael B. Adas, Stuart B. Schwartz, Marc Jason Gilbert

Other Secondary Sources will be provided regularly throughout the school year.

**Primary Sources:** Students will read, analyze, and discuss selected primary sources (documents, images, and maps) throughout the school year. These sources will be assigned throughout the school year as they lend themselves to the topic. Multiple primary sources will be used during every period of study.

-Every chapter read out of our main text will include some sort of primary source.

***Course Activities and Assignments:***

Throughout the year we will use many different approaches to the study of history. These approaches will include:

**Class Discussions:** Students will be expected to regularly participate in and contribute to class discussions. We will discuss documents read both in class and outside of class. Students will also be expected to discuss concepts and themes presented in class and make connections with past materials. Student will engage with and respond to one another in these class discussions. This will be the most commonly used activity in this class.

**Vocab:** Content specific vocabulary is an essential part of this course. Students will maintain a set of vocabulary terms throughout the entire school year. This set of vocabulary set will provide students a resource to study from for both unit tests and the AP Test in May.

**Academic Writing:** Students will be expected to do some sort of academic writing during every period of study throughout the year. These forms of academic writing will include:

-Document Based Question (DBQ): Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills learned during the school year as they examine a particular historical problem or question.

-Long Essay Question (LEQ): Students will explain and analyze significant issues from throughout their study of World History. Students will develop an argument and support it with analysis of historical evidence based on their knowledge of World History.

**Substantial Research Projects:** Each semester students will be expected to conduct research on a substantial historical topic. The first semester this research will be done in small groups and lead to the creation of an informative and substantial presentation which will be used for a student led lesson. The second semester students will conduct individual research on a specific period and topic of their choosing from the year’s study. This research will lead to writing of a substantial paper which will provide in depth analysis and discussion of their chosen topic.

**Map Analysis:** Throughout the school year students will be presented with and be expected to create maps. Using these maps students will be expected to discuss and analyze these maps, especially focusing on the development and growth of communities/societies, the movement of peoples, and interactions with the environment.

**Class Debates:** In every period of study we will have a class debate on one of the major topics of that period. Students will either chose or be assigned a historical topic to do research on and prepare a stance to defend. Students will be expected to support their stances with solid historical evidence and use of historical precedents from previous topics of study.

**Group Projects:** Students will be working on small and large groups projects regularly throughout this class. These projects will often be used in order to give students more in depth looks into specific topics and also allow for students to teach classmates.

**AP Personal Progress Checks:** Students will complete at least one Personal Progress Check created by the AP College Board per unit. These will provide students an opportunity to test their learning and focus on skills and topics that need to be addressed more deeply. These will be completed online by created a **MYAP ACCOUNT**.

***Grading Information:***

Grades will be based on a point system. For example, if all class assignments and assessments were worth 2000 points, you would need to earn at least 1800 points in order to earn an A in the class. Student grades will be posted (by an assigned number) in class periodically. If you have questions or concerns about your grade, you must see me before or after class or school (not *during* class time).

**The Grading Scale is**:

90-100% of points= A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% of points and below = F

Students will be awarded points for assignments with the weights depending on the importance of the assignment. For example, a test at the end of a unit will be worth a great deal more than a quiz.

***Important Classroom Information:***

**-Late Assignments:** Each school day that an assignment is late, **10%** will be taken off. Students will have **5 SCHOOL DAYS** to turn in an assignment after the original due date to receive credit. **ASSIGNMENTS WILL NOT BE ACCEPTED 5 SCHOOL DAYS AFTER THE ORIGINAL DUE DATE.**

-**Make-Up Quiz/Test:** If a students misses a test or quiz **IT IS UP TO THEM** to set up a time to take the test or quiz. Conference period or after school will more often than not be the best time to make-up a missed test or quiz.

**-Absences:** Students with 10 unexcused absences in a semester will lose credit. If a student has 10 or more unexcused absences they will have the opportunity to appeal to have their credit reinstated.

**-Attendance/Tardy Policy:** Anytime a student arrives to class late they will be marked as tardy. If a student arrives more than halfway through the period they will be marked as absent. If a student is tardy **more than once in a week** they will receive lunch detention.

***Materials:***

Students are expected to bring a pen or pencil on a daily basis.

Students will need to have:

**THREE-FIVE** **SUBJECT NOTEBOOK OR A BINDER**

**AT LEAST TWO FOLDERS**

**HIGHLIGTHERS OF AT LEAST 6 DIFFERENT COLORS**

The 3-5 Subject notebook will serve two functions:

-The first function is an interactive notebook, which will be used a few times a week for note taking, creating graphic organizers, and review for tests and quizzes. Interactive Notebooks will be checked at least **TWICE PER SEMESTER.** Each Notebook check will generally be worth around 50 points.

-The second function is a bellwork notebook. One section of the 5 Subject Notebook will be used every day to complete bellwork at the beginning of the class. Bellwork will be collected every **TWO** **WEEKS** and generally be worth 20 points per collection.

Mr. Pfannenstiel will provide an area for you to store your notebooks.

Students will be expected to use ONE folder to keep materials that will be invaluable as resources to prepare for the test such as past tests, timed writes, reading notes, unit chronologies, ect. The SECOND folder will be used to collect review materials provided by Mr.Pfannenstiel.

The highlighters will be used regularly for active reading as well as identifying Themes of World History

When special materials are needed for special assignment students will be notified ahead of time.

***AP World History Exam Information:***

The exam is 3 hours and 15 minutes long and includes both a 1 hour and 35 minute multiple-choice/short-answer section and a 1 hour and 40 minute free-response section. Each section has two parts.

**Section I Part A: Multiple Choice** | 55 Questions | 55 Minutes | 40% of Exam Score

* Questions appear in sets of 2 to 5.
* Analyze historical texts, interpretations, and evidence.
* Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B: Short Answer** | 3 Questions | 40 Minutes | 20% of Exam Score

* Students analyze historians’ interpretations, historical sources, and propositions about history.
* Questions provide opportunities for students to demonstrate what they know best.
* Some questions include texts, images, graphs, or maps.
* Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
  + Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years 1200 and 2001.
  + Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001.
  + Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

**Section 2A: Document-Based Essay Question**

1 Question | 1 Hour (includes 15-minute reading period) | 25% of Exam Score

* Students are presented with 7 documents offering various perspectives on a historical development or process.
* Students assess these written, quantitative, or visual materials as historical evidence.
* Students develop an argument supported by an analysis of historical evidence.
* The document-based question focuses on topics from 1450–2001.

**Section 2B: Long Essay**

1 Question | 40 Minutes | 15% of Exam Score

* Students explain and analyze significant issues in world history.
* Students develop an argument supported by an analysis of historical evidence.
* The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

***Classroom Rules:***

1. **Respect!** Respect yourself, your classmates, the instructor, the classroom, and the curriculum. This is the most important rule for this class.
2. Bring the necessary materials(pen/pencil, Bellwork and Interactive Notebooks) to class **EVERDAY**
3. Be in your seat and working on bellwork **WHEN THE BELL RINGS.**
4. Be open to new materials, information, and people which we will come across throughout the semester.
5. Follow all TUSD and Sabino Rules and Guidelines.
6. Students may only leave the classroom with the teacher’s permission. Students must bring the hallpass with them when they leave the classroom.

Students as well as Mr. Pfannenstiel will be held to the following Six Pillars of Character Counts.

Trustworthiness Respect Caring

## Responsibility Fairness Citizenship

## **Cut Here --------------------------------------------------------------Cut Here**

## After reading the above syllabus with your student please fill in the information below, sign, cut and have your student return this portion of the syllabus to Mr. Pfannenstiel by not later than **MONDAY AUGUST 6TH.**

## **I have read the above the syllabus and understand the expectations of Mr. Pfannenstiel’s AP World History Class.**

## **Student Name Printed:­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Questions/Concerns:**

## **I have read the above the syllabus and understand the expectations of Mr. Pfannenstiel’s AP World History Class.**

## **Parent/Guardian Name Printed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­**

## **Parent/Guardian Signature:­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **PHONE #:**

## **EMAIL ADDRESS:**

## **PREFERRED FORM OF COMMUNICATION:** Phone # OR email address

## **Questions/Concerns:**