

# **WHAP!**

**OR, ADVANCED PLACEMENT WORLD HISTORY**

**INSTRUCTOR:** Alexander Garcia **ROOM:** 126

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**PRIMARY TEXTBOOK:** Ways of the World: A Global History with Sources (3rd edition) by Robert P. Strayer

## **COURSE DESCRIPTION**

This course provides an overview of human history. AP classes are designed to be at the level of a typical college-level survey, so this class will move much faster than a typical high school world history class. We will have two primary purposes in our class; first, we will acquire an understanding of social, political, religious, intellectual, technological and economic issues and events that have shaped humanity. Second, we will train to take the AP World History exam. We will do this by practicing multiple choice questions based on the course material and develop essay writing skills tailored to the exacting specifications of the College Board. In the end, however, you will be developing important skills necessary to succeed in college as you examine how complex societies grew and developed over time.

## **OBJECTIVES**

At the end of the academic year, students should be able to identify, understand and analyze key social, political, religious, intellectual, technological, and economic issues and events and how these topics influence the modern day. Students will also learn important skills that historians and scholars, in general, need to have: crafting arguments from evidence, chronological reasoning (cause and effect), comparison and contextualization and historical interpretation and synthesis. Broadly, at the end of the academic year, students should be able to see how the interpretation of the past influences the present (and the future), how to make reasonable, logical arguments and how to be an informed citizen in his/her community and the world.

## **STRATEGIES**

Students will be involved in a myriad of different kinds of learning environments, including classroom lecture and discussion, small group discussion, document analysis, worksheets, various forms of assessments (including but not limited to multiple choice unit exams, projects, essays, and practice AP exams).

## **REQUIRED MATERIALS:**

- 1) Charged iPad
- 2) Pencils
- 3) Blue or black ink pens (for essays!)
- 4) Notebook and folder OR 3 ring binder and loose leaf paper

### **COURSE EXPECTATIONS**

- Be Respectful appreciation for diversity, taking care of class materials, etc.
- Be Responsible fulfill course requirements, follow rules, etc.
- Be Safe do not bring harm to self or others, use materials appropriately, etc.
- Be Prepared complete tasks as required, come to class with materials as requested, etc.
- I expect students to be positive, proactive, solution oriented, hardworking, and honest.
- Misuse of technology will result in following WHS procedures
  - (1) taken up by teacher for class period
  - (2) taken up by teacher for whole day
  - (3) given to AP to be picked up by parent. Please use technology responsibly.

### **GRADING**

<b>GRADE</b>	<b>SCALE</b>
<b>A</b>	<b>100-90</b>
<b>B</b>	<b>89-80</b>
<b>C</b>	<b>79-70</b>
<b>F</b>	<b>69-0</b>

<b>GRADE CATEGORY</b>	<b>PERCENTAGE OF FINAL GRADE</b>
<b>Tests/Projects:</b> [Essay, M/C, etc.]	75%
<b>Daily Assignments</b> [In-class assignments, SAQ, homework]	25%

There will be no extra credit assignments for this class.

### **CLASS PARTICIPATION**

Class participation is an important aspect of WHAP. One composite daily grade will be calculated each 9 weeks reflecting student participation. To earn full credit, each student must have 10 instances of participation for the grading period. [10 = 100, 9 = 90, 8 = 80, etc.] These points can be earned in some of the following ways: participating in class discussion, finding dead links on thinglinks, finding factual or grammatical errors in class materials, etc. If students are at risk of not earning these points, I will initiate a conversation to encourage their participation. Please work to contribute to the class environment by participating when possible.

### **TEST ACCESS POLICY**

Students may make an appointment to go over tests individually with teacher. In accordance with school policy no tests will be released to students or parents.

**RETEST POLICY: RETESTS WILL BE AVAILABLE UNDER THE FOLLOWING STIPULATIONS:**

- a. Will only be available for students who fail the exam (below a 70)
- b. Students must turn in a completed handwritten Learning Targets to retake exam
- c. Students will be given one week after date of the original exam to retake the test
- d. It will be an alternative exam
- e. Retest grade will not exceed a 70
- f. ESSAYS: In the event that the student fails an essay, they may rewrite it once they have met with the teacher for a writing conference within one week of the posting of the original essay grade. The new score will be an average of the original score and the rewrite score.

If you are having trouble, please ask for support in person or via email.  
I want to help you! the sooner the better!

**NOTE TAKING POLICY**

Taking notes on assigned reading is required for this course. Students may use learning targets as a reading guide, or elect to take outline notes [as approved by instructor]. These will be checked intermittently for a daily grade.

If students earn a 90 or higher on 2 consecutive assessments, they may replace low/missing note grades, and be exempt from note-taking for the next unit(s). If said student's next test grade drops below a 90, they will be required to take notes for teacher review until the subsequent test grade is an A.

**ACADEMIC HONESTY**

All assignments, quizzes and exams must be done on your own, unless otherwise stated. The WHS Honor Code will be strictly enforced in this class. Plagiarism will result in a zero for that assignment. Subsequent cases of plagiarism will result in zero grades and other disciplinary consequences.

**EXEMPTIONS**

All Westlake High School policies apply to this class.

**CLASSROOM MANAGEMENT**

All rules and regulations set forth in the Student Handbook are in effect in this class.

**TARDIES**

Tardies will be handled according to the school policy.

## **ABSENCES**

- If you are absent and need make-up work. This is your responsibility. I will not come to you and ask if you got your make-up work. Check class calendar and with teacher to see what assignments you missed.
- If you miss a test: You will make up the test in the testing the next class period, if it is a buffer day. If you miss the buffer day, you will have up to one week from test date to make up test.

## **MISSING WORK / MAKEUP WORK**

Missing assignments will be accepted up to the day after test date (buffer day), up to 80%. If you are absent, you will be given as many days as you were absent to complete the assignment, as per WHS policy. No work can be redone for additional credit with exception of essays and short answers, contingent on a writing conference before school or during lunch, to be due one week after original due date.

## **COURSE CONTENT**

WORLD HISTORY AP THEMES	
THEME 1- ENVIRONMENT (ENV)	Interaction Between Humans and the Environment
THEME 2- CULTURE (CUL)	Development and Interaction of Cultures
THEME 3- POLITICS (SB)	State Building, Expansion and Conflict
THEME 4- ECONOMIC (ECON)	Creation, Expansion and Interaction of Economic Systems
THEME 5- SOCIAL (SOC)	Development and Transformation of Social Structures

WORLD HISTORY AP TIME PERIODS/EXAM BREAKDOWN			
Period	Period Title	Date Range	Exam Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and	c. 1900 to the Present	20%

## ***FALL SEMESTER***

### WHAP PERIOD 1 -- TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS, TO C. 600 BCE

KEY CONCEPT 1.1	Big Geography and the Peopling of the Earth
KEY CONCEPT 1.2	The Neolithic Revolution and Early Agricultural Societies
KEY CONCEPT 1.3	The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

### WHAP PERIOD 2 -- ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES, C. 600 BCE TO C. 600 CE

KEY CONCEPT 2.1	The Development and Codification of Religious and Cultural Traditions
KEY CONCEPT 2.2	The Development of States and Empires
KEY CONCEPT 2.3	Emergence of Transregional Networks of Communication and Exchange

### WHAP PERIOD 3 -- REGIONAL AND TRANSREGIONAL INTERACTIONS, C. 600 CE TO C. 1450

KEY CONCEPT 3.1	Expansion and Intensification of Communication and Exchange Networks
KEY CONCEPT 3.2	Continuity and Innovation of State Forms and Their Interactions
KEY CONCEPT 3.3	Increased Economic Productive Capacity and Its Consequences

## ***SPRING SEMESTER***

WHAP PERIOD 4 -- GLOBAL INTERACTIONS, c. 1450 TO c. 1750	
KEY CONCEPT 4.1	Globalizing Networks of Communication and Exchange
KEY CONCEPT 4.2	New Forms of Social Organization and Modes of Production
KEY CONCEPT 4.3	State Consolidation and Imperial Expansion

WHAP PERIOD 5 -- INDUSTRIALIZATION AND GLOBAL INTEGRATION, c. 1750 TO c. 1900	
KEY CONCEPT 5.1	Industrialization and Global Capitalism
KEY CONCEPT 5.2	Imperialism and Nation State Formation
KEY CONCEPT 5.3	Nationalism, Revolution and Reform
KEY CONCEPT 5.4	Global Migration

WHAP PERIOD 6 -- ACCELERATING GLOBAL CHANGE AND REALIGNMENTS, c. 1900 TO THE PRESENT	
KEY CONCEPT 6.1	Science and the Environment
KEY CONCEPT 6.2	Global Conflicts and Their Consequences
KEY CONCEPT 6.3	New Conceptualizations of Global Economy, Society and Culture

### ***INSTRUCTORS***

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