

AP WORLD HISTORY I

THE DAWN OF CIVILIZATION TO THE DAWN OF THE GLOBAL AGE

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COURSE DESCRIPTION

Advanced Placement World History I is part one of a two-year rigorous college level course that explores our collective human history from all over the world over the course of thousands of years. History is so much more than the memorization of names and dates. The study of history is a sophisticated quest to develop an intimate understanding of the past, to recognize our connection to that which came before, and, hopefully, to use what we learn from the past here in the present in order to work toward a better future. This course will take a global view of historical processes and contacts between peoples in different societies. You will be tasked not only with building your factual knowledge but also developing analytical skills to make use of that knowledge. While the basic approach will be chronological, we will also examine many recurring themes throughout the course. Major interpretive issues will be explored, as well as the techniques used in interpreting both primary historical evidence and secondary sources. Students will pay particular attention to change and continuity over time, to the characteristic institutions and values of societies, and to the way such institutions and values are affected as a result of cultural contacts among peoples. In assigned readings and class discussion, there will be an emphasis on critical thinking.

COURSE SEQUENCE

Unit 0: The Power of the Past *(September 7-September 15)*

History is the collective family album of humanity. We are all a part of history, as it has shaped all of us and the world in which we live, and we ourselves are living through history itself. However, the record of history is never permanent and far from perfect. Special skills of interpretation and analysis are necessary in order to truly unlock the wisdom of that which came before.



Unit 1: Dawn of the Planet of the Humans *(September 16-October 5)*

For most of their history, humans lived in small populations as nomadic hunter-gathers until a few thousand years ago when they began to form settled farming communities. In the fertile lands along rivers, major civilizations began to take shape, with hierarchical social orders, organized governments, complex religions, and the first systems of writing.

Unit 2: Major Movements of Mankind *(October 6-November 3)*

Increasingly advanced tools and weapons, the growth of trade, and the forces of nature led to both unexpected collapse and the development of new movements, both population movements in the form of migrations and spiritual movements in the development of new belief systems that would form the foundation of the world's major religions.





Unit 3: Great Empires of Asia *(November 6-November 21)*

While smaller empires had existed before, it was in the early classical age that the first truly great empires emerged. These imperial giants developed well-organized, centralized states with extensive networks of administration, taxation, and communication. At the same time, a great empire of faith was born that would come to wield tremendous influence over much of Asia.

Unit 4: Classical Mediterranean World *(November 29-December 18)*

Though small and divided, Greece became the foundational culture of Western Civilization, producing art, architecture, philosophy, democracy, and one of history's great conquerors, Alexander. However, Greece was overshadowed by a republic that transformed into one of the most famous empires in history: Rome. In its midst, one man's life and teachings inspired the faith of millions.



Unit 5: Two Worlds of Faith *(December 19-January 31)*

A new religion, Islam, emerged from Arabia and was quickly spread by merchants and missionaries to distant lands. Muslims came to rule prosperous territory from Spain to Central Asia. At the same time, centuries of invasion and unrest had left Western Europe broken, with the Church as the one unifying force. Socio-economic desperation, militarization, and increased religiosity brought on by dark times led to the defining conflict of the age: the Crusades.

Unit 6: Southernization Through Trade *(February 1-March 1)*

Expansive trade networks carried goods, technologies, religions, and cultures across the sands of the Sahara and over the waters of the Indian Ocean, leading to the birth of new states throughout Africa and Asia. Much of this development began in India and spread through a process of Southernization. To the east, a revived China shaped the cultures of its neighbors and developed inventions that would change the world.



Unit 7: Rise and Rebirth of Regional Powers *(March 2-April 10)*

With brutal speed, the Mongols established the largest continuous land empire in history. Yet their conquests also facilitated the restoration of Eurasian trade, spreading new technologies, diseases, and ideas around Eurasia, leading to the formation of new empires and the revival of old powers. At the same time, two great empires emerged in the Americas: the Aztec and the Inca.

Unit 8: Colonization and Slavery *(April 11-May 3)*

For thousands of years, indigenous civilizations thrived across the Americas. Then, in search of new routes to Asia, Columbus stumbled upon this New World. His discovery changed human history forever, beginning an exchange between the eastern and western hemispheres that led to the destruction of Native Americans populations, the mass enslavement of Africans, and the establishment of European colonies worlds away.



Unit 9: Reformation and Absolutism *(May 4-June 11)*

The development of printing helped to spread new ideas about politics, religion, and science that challenged the authority of the Catholic Church, leading to new Christian movements and end of Western European religious unity. The decline in competition for authority, along with introduction of new wealth and crops from the Americas, allowed for the development of powerful centralized monarchies exercising absolute rule over their dominions.

COURSE RIGOR AND THE AP WORLD HISTORY EXAM

Advanced Placement courses are much more rigorous than regular high school courses, as they substitute for freshman-level college courses. Therefore, this course will resemble a college course in rigor and expectation. Because this course is designed for highly motivated students, you should anticipate a greater frequency of work with much higher grading standards. You will prepare for the Advanced Placement World History Examination, which you will take in May of your sophomore year, as well as the New York State Regents Examination in Global History and Geography, which you will take in January of your sophomore year. The AP World History Exam is 3 hours and 15 minutes long and includes 55 multiple-choice questions, three short-answer questions, one document-based essay question, and one long essay question. Students who perform well on the AP exam can receive course credit and/or advanced standing at thousands of colleges and universities worldwide. For more information about the course and exam, please visit apcentral.collegeboard.com. The Global History and Geography Regents Examination is 3 hours long and includes 50 multiple-choice questions, one thematic essay, and one document-based essay. However, a newly reformatted version of the Global Regents will also be introduced in time for your sophomore year and given alongside the current format exam. More information on the new Regents exam will be made available as it continues to be developed.

GRADE CATEGORIES

Debates – 30% Debates are the signature assessment for all history classes, and as there is only one per marking period, they are the most heavily weighted of all your assessments. Freshman debates are **Team Debates**. For each debate, students will be assigned a debate question and a debate group in which they will be given a position as either a **Debater** or a **Moderator**. There will generally be two days in class for groups to meet, compare research, and prepare, but considerable research and preparation must be done at home as well. Debates will take place in class over three days, and it is very important that all students are present in class on debate days. Missing a debate would be harmful to your group members who would be forced to debate without you, and you would have to complete a **Debate Make Up Assignment** in the form of a structured debate essay. Missing more than one debate may result in contact with parents and lost points on the make up assignment. If your partner is absent, you are not excused from debate. You will debate alone, so be prepared!

Tests – 30% Every unit will conclude with a **Unit Test** consisting of Regents-style multiple choice questions and AP-style short answer questions. While there will be some opportunity to review in class before the test, studying at home is an absolute necessity. There will also be four **Interim Assessment** exams, which will be given once per marking period, consisting of more challenging AP-style multiple choice questions based on the content covered since the previous **IA** exam. If you are absent for any test, you are required to attend the next available office hours after school to make it up. Do not wait to be reminded. If you do not show up or make other arrangements in advance, you may be forced to take the test during class time when you are not fully prepared.

Essays & Projects – 25% Essay writing is an essential component of Social Studies through which you learn effective communication. This is especially true in an AP class, where essays play an even greater role. Over the next two years, there are four different AP essay styles that you will learn and practice. These are the **Document-Based Question (DBQ), Comparison, Causation, and Change and Continuity Over Time (CCOT)**. Additionally, you will learn and practice Regents-style **Thematic** and **DBQ** Essays. **ALL ESSAYS MUST BE TYPED!** There are virtually no exceptions to this rule. If for some reason you feel you are unable to type your essay, you **must** speak to me about it **in advance** so we can work something out. Also, all essays will be submitted digitally, though you must also have a printed copy for use in class. **You must always keep a saved digital copy of your essay** on your computer or in your email so that if anything problems occur with your original submission, a new copy can be easily sent or printed. **This is your responsibility.** We will also have several **Projects** over the course of the year that will give you a chance to demonstrate your knowledge

and skills in creative ways. Late essays and projects will lose points for each class day that they are late. If you need help, do not wait until the due date passes! Come to office hours in advance!

Homework & Classwork – 15% Do not let the percentage fool you. Everything that goes into your debates, tests, essays, and projects will come from what you learn through homework and classwork, so treat it just as seriously as any major assessment. Make sure it is done and done well. There will be homework in some form every night, and the work you do in class will almost always count toward your grade. The most common form of homework will be textbook assignments, custom-designed by yours truly, which are completed by hand but submitted online by taking and submitting pictures of the pages. This allows greater accountability on both ends and allows you continued access to your work for reference. The next most common form of homework will be video-based questions, also submitted online. Classwork will take many forms and will either be checked or handed in during class. Assignments must be complete by the time of class on the day they are due in order to receive full credit. Delayed assignments, turned in by the end of the day on the day they are due, will only receive three-quarters credit. Late assignments, turned in a day or more after the day it is due, will only receive half credit. If you are absent, you will have an extra day to complete the assignment. It is your responsibility to get work if you are absent or misplace your materials. Homework and classwork can be found online through **PupilPath** and **MrCaseyHistory.com**. If you have trouble finding it, email me right away. Only if you try all three methods and still cannot get the work will you be entitled to extended time.

CLASS RESOURCES

MrCaseyHistory.com Every day after school I post the materials from the lesson of the day, including the Quastio, PowerPoint, Classwork, and Homework, to my website, www.mrcaseyhistory.com. If you missed class, lost materials, or need to review, this is the place to go. In addition to lesson materials, I post articles, videos, and other resources to create opportunities to learn more about what we study in class, provide resources for debate research and essay writing, display exemplary student projects, and offer extra credit opportunities.

PupilPath.com All students and parents are required to be signed up for **PupilPath**, the website our school uses to post assignments, calculate grades, record attendance, contact parents, and much more. I will also attach a link to materials from my website to every assignment posted to PupilPath to save you time. Every student will be given a pair of special codes, one for the student and one for the parents, to sign up online. This must be taken care of within the first week of school. Students will be responsible for using and checking PupilPath on a daily basis, and parents should refer to it often in order to stay informed about the progress of their child. There is even a free mobile app you can download to stay informed on the go! However, the app only gives you a partial picture so be sure to check the browser version as well.

Office Hours & Email One day a week, I will be available after school for an hour to help any of my students who need assistance or need to make up missed work. While Office Hours are generally optional, I will sometimes assign **Mandatory Office Hours** to students who are missing work or struggling in class, and this is NOT optional. If you need help but cannot come on that day, let me know so we can try to arrange another time to meet. If you are at home and need to contact me, the best way to reach me is directly by email at pcasey@maspethhighschool.org. I prefer that you contact me directly through email rather than through PupilPath because I can receive the message quickly and respond more easily.

CLASS REQUIREMENTS

Academic Honesty Plagiarism, cheating, and any other form of academic dishonesty will not be tolerated. Any student who is caught in such an offense will face disciplinary action. Any student helping or allowing another student to cheat will be considered equally guilty. Cheating and plagiarism are never the answer. If you are struggling with your work, ask for help.

Attendance The most essential requirement for doing well in class is to actually be in class. Students are expected to attend school on a regular basis, not missing a day except when absolutely necessary. Missing even one day can set you back considerably and make learning harder than it needs to be. For the same reasons, punctuality is paramount. Students must arrive on time to class and be ready to work at the bell or sooner. Three unexcused latenesses will result in a lateness detention.

Supplies The items below should be purchased within the first week of school. Substitutions are not permitted (e.g. you cannot buy a spiral notebook instead of a binder). I will do a notebook check after the first week to make sure students have their proper supplies. This check will be graded, and there may be random graded notebook checks throughout the year to make sure students are staying organized.

- Three-ring binder (dedicated only to Global or very clearly divided)
- Pocket folder with three holes
- Loose leaf paper
- 10 Binder dividers (optional but recommended for dividing between units)
- Pens and pencils (required daily)

CLASSROOM CODE OF HAMMURABI



1. Be on time, in your seat when the bell rings
2. Come to class prepared
3. Follow directions the first time given
4. Listen actively when others are speaking
5. Work to your fullest potential
6. Take responsibility for your choices
7. Respect yourself and others

Casey Key Virtues



ETIQUETTE EDICTS OF ASHOKA



- ❖ Instruction takes place from bell to bell
- ❖ Late students must sign in on the lateness log immediately upon entering
- ❖ Phones and personal electronics may not be used during class
- ❖ Backpacks may not be worn at any time during class
- ❖ Dress code must be observed at all times
- ❖ Raise your hand and patiently wait to be called on before speaking
- ❖ Never call out an answer to a question asked of another student
- ❖ Save minor concerns, complaints, or unrelated questions for after class
- ❖ Keep the classroom clean and in proper order
- ❖ Gum, food, and drinks other than water are prohibited
- ❖ Trash and recycling bins should be used before and after class only
- ❖ Bathrooms are closed during the first and last ten minutes of class
- ❖ Students must sign out and take the pass when using bathrooms