Honors World Civilizations
Course Syllabus & Survival Guide
Kennedy High School
2017-18

Purpose

This course surveys the cultural development of world cultures from the foundations of civilization in the Fertile Crescent up to the modern age. The students will study the historical, literary, philosophical, religious and artistic components of each civilization. Students will draw connections and synthesize these elements of each culture. Students, using an information base in history, literature, philosophy, religion and art, will develop and synthesize a personal, working theory of knowledge. Students will study how cultures have answered the question, "What is the Good Life?" through historical context, philosophical and religious frameworks and literary and aesthetic interpretations.

Instructors

By coordinating several disciplines, the course will foster greater connections and a broader view of each subject area. Mr. Richardson will be teaching the Language Arts component of the course. Mr. Lyons will be teaching the Social Studies component of the course. Both instructors will teach the Humanities.

Tips for Students in Honors & Advanced Placement Courses

Don't miss class and visit our Moodle page frequently. All classroom assignments and presentations will be on Moodle: https://moodle.bloomington.k12.mn.us/course/view.php?id=166

Keep up with the reading schedule. Research indicates that studying in smaller doses spread out over time improves learning and retention far more than cramming a lot all at once.

Take Cornell notes. Take notes during reading and lectures. Put them in your own words. Don't write down something you don't understand without asking about it. Date your notes and identify the corresponding chapter or subject to stay organized. Cornell notes are required in this course and will be collected for points. Learn to read effectively! Preview the reading quickly before you begin. Read actively; don't just look at words. Take notes as you read. Write down questions as you go. Pause periodically and summarize the reading to yourself. Do not try to read an entire reading at once. Divide it into sections. Pay attention to pictures, art, diagrams, and sidebars. These suggestions are also supported by brain research.

Half the battle is vocabulary! We strongly suggest you make your own set of vocabulary flash cards. Learning a new discipline is like learning a new language. You cannot conceive of an idea without the proper words.

Form a study group. Your study group will help answer questions. You can divide up the flash card creation work and then use them to quiz each other. You will likely learn a great deal more if you study with others.

Required Daily Materials

- **Charged Chromebook**
- **One three-ring binder with filler paper OR folder and notebook.**
- **Pen or pencil.**
- **Requested book or reading materials, if necessary.**

Policies and Procedures

Attendance: Attending class regularly is critical to success in Honors World Civilizations. If you are late, you disrupt the learning environment for yourself and your entire class. This is an Honors/AP course – we expect a high degree of academic excellence. This can only take place if you are here on time.

Homework: You should expect to read at least a half-hour every weeknight. It is essential that you complete the assigned reading prior to next day's class. All homework assignments will be posted on the class Moodle page.

Make-up Work: Because the assignments throughout this course are intended to reinforce your learning, it is imperative that all assignments are completed. If you are verified absent, you will receive 2 days for every day absent to complete the work. If you are verified absent on the day an assignment was due, you must turn it in on the day you return.

Late Work: All assignments are due at the beginning of the hour. Late assignments are worth 50% of the total points. If your absence is unverified, your work will be considered late. If you are unverified on a test day, you will receive a zero on the exam or quiz.

Cheating and Plagiarism: If cheating or plagiarism occurs, you will receive a zero on the assignment. You will be referred to an administrator and your parents will be notified. Kennedy High School defines cheating/plagiarism as follows: "To mislead an instructor in some way so as to receive a grade for work which the student did not originate, or work performed with unauthorized aid or assistance. The production or altering of a document or object which the student represents as his/her own which, in fact, is the product of another."

Assessments

Your grade will be derived from the quality of your work on daily work, quizzes and exams, essays, research projects, discussions, projects, presentations, and essential standard work.

Overall grade: The overall grade will be made up of 2 categories: Formative Assessments (20%) and Summative Assessments (80%).

Homework/Formative Assessments: Homework and formative assessments comprise 20% of a student's overall grade and will be emphasized as essential pathways to the understanding of course material. Students need to use homework/formative assessments as practice for final summative assessments. This recording will help us track students' progress and find where each student may need specific help.

Summative Assessments: This category makes up 80% of students' grades in the course. It is our intention to have this section clearly reflect what each student *knows* in a detailed and specific manner. Unit exams and major assessments will be recorded in this category.

Extra Credit: Extra credit opportunities will indeed be "extra" in this course. You must have all the required assignments in for that term in order to complete extra credit. If an extra credit assignment is offered, it must be turned in on the due date or no credit will be given. Only one major extra credit assignment may be completed per term.

Grading Standards

A 93%	**B+ 87%**	**C+ 77%**	**D+ 67%**	
A- 90%	**B 83%**	**C 73%**	**D 63%**	
	B- 80%	**C- 70%**	**D- 60%**	**F < 60%**

AP (Advanced Placement) World History Overview

The most difficult skill for AP World History students to learn is:

learning to think like a historian is far more important than memorization of facts.

HABITS OF MIND - GENERAL

• Constructing and evaluating arguments: using evidence to make plausible arguments

• Using documents and other primary data: developing the skills necessary to analyze point-of-view and context, and to understand and interpret information

• Assessing continuity and change over time and over different world regions

• Understanding diversity of interpretations through analysis of context, point-of-view, and frame of reference

HABITS OF MIND - WORLD HISTORY

• Seeing global patterns and processes over time and space while connecting local developments to global ones

• Comparing within and among societies, including comparing societies' reactions to global processes

• Considering human commonalities and differences

• Exploring claims of universal standards in relation to culturally diverse ideas

• Exploring the persistent relevance of world history to contemporary developments

THE EXAM

The 2018 AP World History Exam will take place at 8AM on Thursday, 17 May. The exam is 3 hours 20 minutes long. The Exam went through major revisions in 2017, resulting in many format changes.

Section 1

Part A: **Multiple-Choice - 40% of exam score - 55 minutes**

This section has 55 questions, in sets of 2 to 5, analyzing primary and secondary sources, images, graphs, and maps.

8000BCE - 600 CE	19-20%
600 - 1450	22%
1450 - 1750	19-20%
1750 - 1900	19-20%
1900 - present	19-20%

Part B: **3 Short Answer Questions (SAQ) - 20% of exam score - 40 minutes**

Analyze historians' interpretations, historical sources, and propositions about history. Students have a choice between two options for the final short-answer question. Each question focuses on a different time period.

Some questions include texts, images, graphs, or maps.

Section 2

Part A: **Document-Based Question (DBQ) - 25% of exam score - 60 minutes**

Students are given a question prompt and provided with about 10 short documents (might include maps, charts, or illustrations) with which to fashion a response. The DBQ is unique in that students do not need extensive background knowledge - instead, the students are tasked with "thinking like a historian" and piecing together an answer to the prompt that utilizes all the documents.

The 60 minutes in this section includes a 15-minute reading period of the documents provided as part of the question.

Part B: **Long Essay (LEQ) - 15% of exam score - 40 minutes**

Students will explain and analyze significant issues in world history. They must develop an argument supported by analysis of historical evidence.

Students select from one of three essay choices, each focusing on the same theme and skill but different time periods.

TIME MANAGEMENT OF THE EXAM

Time management on the exam is an essential skill to learn. To prepare our students for success, all world history summative exams given during the year will be timed exams.

We will of course comply with an IEP that allows for extra time or other accommodation.

If a student with an accommodation wishes to sit for any AP Exam, the College Board does allow these accommodations, but this must be arranged in advance. Please contact the JFK AP Exam Coordinator for accommodations no later than 1 February 2018.

More information can be found at:
https://www.collegeboard.org/students-with-disabilities/calendar
or consult with the JFK AP Exam Co-ordinator (TBD).

PERIODIZATION

(Each comprise about 20% of the multiple-choice questions on the Exam)

8000 BCE - 600 CE
600 CE - 1450
1450 - 1750
1750 - 1900
1900 - present

THEMES

1. Interaction between humans and the environment
   - Demography and disease
   - Patterns of settlement
   - Migration
   - Technology

2. Development and interaction of cultures
   - Religions
   - Belief systems, philosophies, ideologies
   - Science and technology
   - The arts and architecture

3. State-building, expansion, and conflict
   - Political structures/forms of governance
   - Empires
   - Nations and nationalism
   - Revolts and revolution
   - Regional, transregional, and global structures and organizations

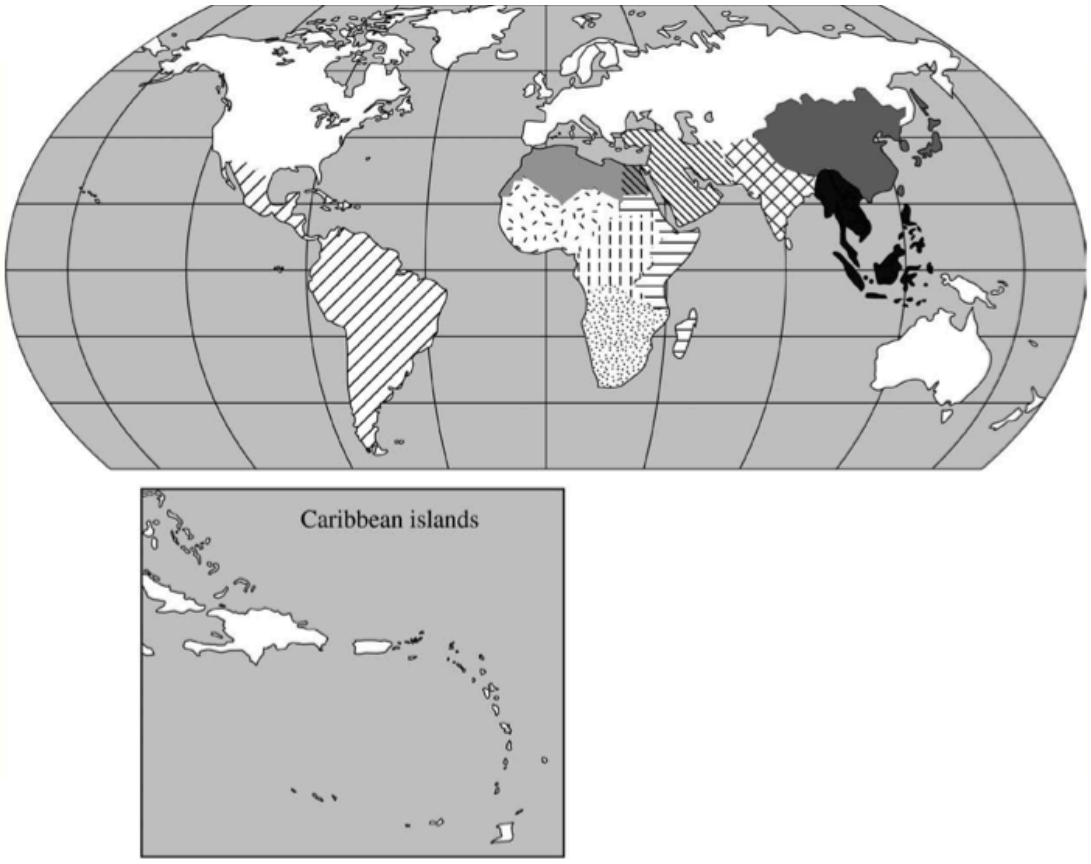
4. Creation, expansion, and interaction of economic systems
   - Agricultural and pastoral production
   - Trade and commerce
   - Labor systems
   - Industrialization
   - Capitalism and socialism

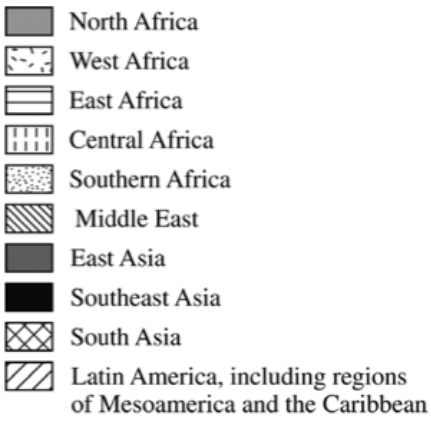
5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructs
- Social and economic classes

GEOGRAPHY

The three AP Essays will be predicated upon civilizations located in particular regions of the world. It is essential that every student be familiar with these regions.





Honors World Literature Overview

Language Arts Learning Targets

I. Understanding and Awareness--Students will be:

- Reading historically important literature from Ancient to modern civilizations.
- Analyzing literature through various critical lenses, with a special attention paid to gender, class, and racial issues.
- Identifying connections between literary development and cultural and historical development/conflict.
- Discussing course content with peers in small groups.

II. Skills--This course will enable students to:

- Demonstrate an ability to interpret and evaluate complex works of literature.
- Apply specific critical criteria to interpret and analyze selected literary works.
- Describe the elements and structure, artistic intent, and historical, cultural, and social background of selected literary works.
- Describe how particular effects are produced by the author's use of elements of literary composition.
- Communicate an informed interpretation using the vocabulary of the literary form.
- Analyze how an author's intent and bias can influence the production of a literary text.
- Improve ability to write papers in MLA format.
- Improve comprehension of key vocabulary terms.
- Develop better listening and speaking skills.

Concurrent Enrollment Program

Through a partnership with Normandale Community College, Kennedy High School is offering an additional pathway for college-bound students through concurrent enrollment. Concurrent enrollment courses are college courses offered at the high school, taught by a credentialed high school teacher.

Students who successfully complete these courses generate dual high school and transcripted college credit from the partnering postsecondary institution. These credits may also be transferred to any MNSCU institution. There is no cost for qualified students to participate.

The first two trimesters of the literature element of this course will count as regular (honors) high school credit. Students will have the option to enroll in the Concurrent Enrollment Program for the third trimester. Once students decide to enroll, their third trimester work will count toward earning possible college and high school credit. NOTE: If the student takes the college credit option, that grade will be entered on the student's permanent college transcript.

Advanced Placement Essay Directives

A high score on an AP Free Response is entirely dependent on ***matching the response to the prompt's verb***.

It is essential for you to master the following directives when you are writing an AP Free Response Essay.

Trace or List	Follow/list in steps
Analyze	Break into components/ look for patterns
Infer	Read between the lines
Evaluate	Plan/create
Describe	Tell the reader about it/basic nature
Support	Make the reader understand/ back up your argument
Explain	Give details
Summarize	Recap in your own words
Compare	How are things alike
Contrast	How are things different
Predict	What will happen next

Name _____

Trace or List	
Analyze	
Infer	
Evaluate	
Describe	
Support	
Explain	
Summarize	
Compare	
Contrast	
Predict	