

MANLIUS PEBBLE HILL SCHOOL
WORLD HISTORY INTENSIVE
SYLLABUS 2019-2020

TEACHER: MS. CHHABLANI

CONTACT INFORMATION:
SCHHABLANI@MPHSCHOOL.ORG
315-446-2452EXT 156
@MPHWORLDBISTORY

A. Course Description

World History Intensive is intended to prepare students to sit for the Advanced Placement examination in World History. That exam covers both ancient and modern history; therefore the course begins with a review of the ancient period in which the major skills assessed by the exam are introduced. However, the majority of our time is spent examining the ways in which major patterns of human interaction in the modern era differed from long-standing traditions of the ancient past. To that end it is a challenging course that will require a 100% commitment of the student. Solid reading skills and writing skills, along with a willingness to devote considerable time to homework and study, and an appreciation of history, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. In addition, students will be required to master a broad body of knowledge and demonstrate an understanding of historical chronology.

B. Purpose

The goal of the class is to gain an understanding and appreciation of the major events and transitions in World History. To understand those transitions, students will examine historical periods like the Age of Exploration & Colonialism, Enlightenment & Atlantic Revolutions, Industrialization & Imperialism, European Collapse and the Global 20th Century. Major themes and periods are illustrated with numerous examples from multiple cultural and geographic regions around the world. The course prioritizes the writing of AP-style argumentative essays, primary source document analysis and the importance of building a broad body of knowledge. Textbook reading assignments are complemented by challenging primary and secondary source readings. Students should be willing to spend one to two hours preparing for each eighty-minute class session. The objectives of the course beyond performing well on the AP Exam include students being able to do the following:

- Evaluate evidence for bias, accuracy, and significance
- Appreciate the impact of the past upon the present
- Produce writing of a level acceptable in a collegiate environment
- Understand and avoid the pitfalls of plagiarism and shoddy research
- Value the benefits of undertaking challenging tasks, even if the results are imperfect
- Develop the skills necessary to be a competent historian and an exemplary citizen

C. **Text:** Traditions and Encounters: A Global Perspective on the Past, 5th Edition, Jerry Bentley.

D. Equipment/

- 2 large 3-ring binder with dividers for class notes, reading notes, tests, review materials, and handouts- labeled by period (highly recommended)

E. Evaluation

Homework:

All work must be completed on time to receive a full grade. Only the on-time, FULLY completed homework will receive full credit. Generally, homework will be graded on a check; check plus, check minus scale. The grade will be based on thoroughness and accuracy with a greater emphasis on thoroughness and effort.

Digital Submission of Work:

For most assignments students will submit their work on google classroom. Paper Assignments will no longer be accepted. Only if there is a verifiable complication with google classroom will a paper copy be accepted. Deadlines for online submission must be adhered to. The teacher may ask students to bring in a paper copy for the purposes of class work, however, it will NOT take the place of the online submission.

Neatness:

Further, all writing must be clearly legible and all graphics must be neat and well labeled. If you feel you have poor handwriting, print your work. If I cannot read your work, I will return it to you and a late work grade may apply.

Personal Binder:

The personal binder is recommended. It is my favorite way to stay organized. I recommend you maintain a section on notes, tests, homework, handouts, key vocabulary, Unit Essential Questions, and Unit review charts. Items from these sections may be asked for and graded. I recommend that notes be a detailed summary of class lecture/discussions and readings, written using a dialectical notebook method. That is, on the right hand side of the binder students must take notes from the text/class, and on the left hand side of the binder students must write their personal responses to the text.

Absences:

If you have an excused absence, you will have 1 week to make up missing work for full credit. It is YOUR responsibility to check for any missing work, complete the work and turn it in. I am not responsible for reminding you. If you have a question regarding the assignments see the teacher AFTER school. All other work turned in late will receive only 1/2 credit after that. Late homework and class work may be turned for half-credit until the end of a marking period. TESTS AND QUIZZES CANNOT BE MADE UP AFTER THE 1 WEEK GRACE TIME.

Tests and Quizzes:

Multiple-choice tests, like the AP exam can assess the cumulative knowledge of the student, with greater emphasis on recently learned material. There will be 4 major period tests and short in class quizzes, not more than 9. In class essays count as tests. Reading quizzes will count as homework grades. IT IS **YOUR** RESPONSIBILITY TO CHECK FOR ANY MISSING WORK, TESTS, AND QUIZZES.

EXTRA CREDIT:

There will be extra credit questions on multiple choice tests typically in the form of extra questions. There will also be ONE extra credit assignment per quarter. Extra Credit will only be applied to classwork or homework averages and any points earned cannot put the homework or classwork average over 100%. NO OTHER EXTRA CREDIT WILL BE AWARDED OR ASSIGNED.

Class Participation:

Class participation is a part of your class work grade. Class participation includes but is not limited to:

- Participating in class discussions on a regular basis
- Arguing respectfully, competently and persuasively about historical dilemmas
- Being on time to class
- Being prepared to start at the beginning of class

F. Cheating

Cheating is dishonorable and disrespectful towards your peers, your teacher, and towards yourself. It will NOT be tolerated. No communication will be allowed during all tests and quizzes. All desks must be cleared and books must be closed during a test or quiz. If you are caught cheating you will receive a zero and be subject to disciplinary measures according to school policy. I decide whether any homework looks copied. I will contact all parties involved. Unless a resolution can be found, any homework that has been copied between students will result in a zero. Plagiarism is cheating. Plagiarism is taking ANYBODY'S words or ideas and presenting them as your own.

G. Grades

There will be 4 separate grade categories. They are as follows:

- | | |
|---------------------------|---------------------|
| a. Homework: | 30% of total grade |
| b. class work : | 30 % of total grade |
| c. tests/ in class essays | 40% of total grade |

Essays will be graded on the A through F scale and the equivalent percentages will be applied

H. CLASS ON THE WEB

For the 2019-2020 school year, I will be using google classroom. As a student you will need to enroll in the class using your school login information. I will be expecting that students check their online class routinely. My webpage www.schhablani.weebly.com, accessible from the school directory only contains basic information, such as the course description and syllabus.

I. Teacher Discretion

A syllabus cannot account for every eventuality in a classroom. As such, the syllabus should be viewed as a guideline for students and parents. Guidelines and class rules are subject to change if deemed necessary by the teacher.

J. Course Activities

The following are typical activities students may encounter throughout the course.

- **Writing Assignments**

Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.

- **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 as they examine a particular historical problem or question.
- **Short Answer Questions:** Students learn to respond to AP thematic questions utilizing historical skills. They are asked to respond to specific prompts addressing a primary source or specific historical skill.
- **Long Essay:** Students learn to respond to a broad content question using a specific historical skill in a timed framework. Students must include a thesis statement and write a well formed essay with broad commentary connecting insights from one historical context to another, including the present.

- **In class Debate and Round Table Discussion**

Student teams are presented with debate topics they research and debate during class time. Students will also learn how to discuss content in a highly structured format with each participant having a very specific role to play, allowing for in depth content review and analysis.

- **Lecture and Note-Taking**

Students practice historical note-taking through making decisions about what is critical content, how to design their page, short hand techniques

- **Timeline Review**

According to the authors of the National Standards for History, “chronological thinking is the heart of historical reasoning.” Students will build and analyze period timelines.

- **End of the year Multi-cultural festival**

After the AP exam is over students will prepare and host the school’s multicultural festival.

Course Outline

- **Broken into 4 chronological periods and 9 unit themes**
- - **Period 1: 1200CE -1450CE**
 - The Global Tapestry
 - Networks of Exchange
 - **Period 2: 1450CE-1750CE**
 - Land Based Empires
 - Transoceanic Interactions
 - **Period 3: 1750 CE- 1900 CE**
 - Consequences of Industrialization
 - Global Conflict
 - **Period 4: 1900 CE – Present**
 - Global Conflict
 - Cold War and Decolonization
 - Globalization

Note: For Key Concepts please see course description posted on Google Classroom

AP EXAM WILL BE HELD ON Thursday MAY 14TH 2020 AT 8:00 AM

Student Name: _____

Student Goal: Please write at least two goals you have for this class.

Student Input: Please list below anything you would like me to know and remember about you for this school year.

Ms. Chhablani's CLASS RULES & CONTRACT

1. Always have a positive attitude.
 2. Always treat teachers and fellow classmates with respect by:
 - a. Letting one person finish speaking before beginning.
(i.e. raise your hand to talk and WAIT YOUR TURN!)
 - b. Using positive words to describe others and being respectful of their views.
(i.e. use appropriate language)
 3. Always come to class on time and be prepared with your homework and materials.
 4. Always exercise great self-control and dieting tactics by NEVER eating or drinking in class.
 5. Always be truthful and honest with tests, homework and everything else.
 6. Always ask the questions you want to in a respectful, thoughtful, and logical manner.
 7. Always find comfort in your assigned seat and never stray unless directed to do so.
 8. Always remember that in the classroom, the teacher has the final say and do what she asks you to do.
 9. Always respect yourself and your accomplishments by turning in quality work.
 10. Always remember to use the restroom before and after class, and remember that you won't be given permission to during class-time.
 11. Never be afraid of the wrong answer.
 12. Never be afraid that you cannot achieve.
 13. Never be afraid of getting an A
 14. Never stop learning.
 15. Never stop trying.
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Student Responsibilities

Each student will

- Produce quality assignments that are on time
- Participate in tutorial if grade falls below c+
- Spend at least 30 minutes a day reading the textbook

We have read the World History Intensive syllabus and the rules and responsibilities of the class. We understand and agree to abide by the above stated guidelines and rules.

Further, we understand that these rules do not account for every incident. We understand that further rules may be implemented. We understand that Ms. Chhablani is the one to have the final say and is in charge of the classroom and all of the students therein. We also understand that disciplinary procedures will be taken if any of the above rules are broken and that the consequences will be in accordance with school policy and may include, but is not limited to, warning, parent phone call, or a conditional.

Student Signature

Parent Signature