



## AP WORLD HISTORY COURSE SYLLABUS

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### District 203 Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

### Social Studies Department Mission:

*Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration*

### Course Description

This course will give you the opportunity to study a variety of civilizations by taking a global view of the historical process. We will study developments and interactions between societies around the world with an emphasis on the last millennium. We will study history chronologically and balance our consideration of global regions, with Africa, the Americas, Asia, and Europe all represented. Five overarching themes serve as unifying threads throughout the course and we will hone nine historical thinking skills over the course of the year. This course is reading and writing intensive. Students are expected to take the College Board Advanced Placement Exam, which is scheduled for May 15, 2024. Every AP Exam question will assess at least one of the historical thinking skills and at least one learning objective related to the following historical themes.

#### World History Themes - InSPECT

1. Interactions between Humans and the Environment
2. Social interactions and organization
3. Political Systems and Governance
4. Economic Systems
5. Cultural Developments and Interaction
6. Technology and Innovation



#### AP Historical Thinking Skills

1. Developments and Processes - We will identify and explain historical developments and processes.
2. Sourcing and Situation - We will analyze sourcing and situations of primary and secondary sources.
3. Claims and Evidence in Sources - We will analyze the context of historical events, developments, or processes.
4. Contextualization - We will analyze the context of historical events, developments, or processes.
5. Making Connections - We will use historical reasoning processes to analyze historical patterns and connections between and among historical developments and processes.
6. Argumentation - We will develop a historical argument.

#### AP History Reasoning Processes

1. Comparison
2. Causation
3. Continuity and Change

**Historical Units & Periods** - The historical periods, from approximately 1200 to the present, provide a temporal framework for the course.

**Semester 1 -**

Intro to World History & Period 0: 10,000  
BCE-1200 CE

Period 1: c. 1200 - 1450

1. The Global Tapestry
2. Networks of Exchange

Period 2: c. 1450 - 1750

3. Land-Based Empires &
4. Transoceanic Interconnections

**Semester 2 -**

Period 3: c. 1750 - 1900

5. Revolutions
6. Consequences of Industrialization

Period 4: c. 1910 - the Present

7. Global Conflict
8. Cold War and Decolonization
9. Globalization

**Grading Disbursement and Grading Practices**

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

**Semester Grade = Coursework (85%) + Final (15%)**

**Coursework consists of...**

- **Practice Work – 0%**- In class activities, vocabulary practice, worksheets, etc.
- **Evidence Work- 100%** - Reading guides, quizzes, AP progress checks, unit tests & projects

**Grading Practices**

At Naperville North we define "**Practice**" and "**Evidence**" work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence work (summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
  - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.

## Reassessment Policy

- The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.
- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

## Academic Integrity Code Statement

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. **The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.**

## D203 AI Belief Statement

At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to

cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

### **Communication**

- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

### **Films**

This course may utilize the use of films to support the learning targets and essential standards of the course. A permission slip will be sent home (via hardcopy or through Infinite Campus) for any film that is Rated R and an alternative assignment and/or learning experience will be provided for students who choose not to view the film.

### **Field Trips**

The field trips are designed to enrich the learning experience of the students to make more solid connections to the content of the course. **The field trips, while such great learning experiences, are a privilege.** Students must be passing all of their classes and in compliance with our attendance policy in order to qualify for the field trip experience

### **Additional Resources for Support**

- You can make an appointment with your teacher should they need additional instruction or support in learning material.
- You can attend your teachers WIN sessions to review material or work on mastery of content
- Peer Tutoring is provided during all Lunch periods in the Literacy Center

### **Parents or Guardians**

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:

- Actively check Infinite Campus for their student's grade.
  - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
  - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.