



F.H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS

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“A people without the knowledge of their past history, origin and culture is like a tree without roots” - Marcus Garvey

ADVANCED PLACEMENT WORLD HISTORY: MODERN

“In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation”

-College Board : please go to their website and read the full course description
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>

The class itself will be **discussion, group work, and literacy (reading and writing) based**; there will be a written component in every class that works on developing historical thinking skills. Grades will be determined by myriad assessments, such as: exams, essays, papers, projects, your notebook and homework, class participation, and behavior. Success in this class is very much YOUR responsibility. Take charge of your studies and do your best. The following is what is required of you this semester.

Breakdown of the Course & Exam:

I.	Part I: 55 Questions	55min (40%)
II.	Part II: Three Short Answers Questions (SAQ)	40 minutes (20%)
III.	Part III: DBQ (Reading and Essay)	65 minutes (25%)
IV.	Part IV: LEQ	35 minutes (15%)

Mandatory Supplies

- Due to the nature of the course and the current pedagogical research we will NOT be a digital classroom and will instead focus on analog to help develop and strengthen our attention and fine motor skills. The only computer/tablet that may be used if it is a **mandated requirement of the IEP** and will need to be confirmed with our Special Education coordinators.

Supplies

- 2 inch binder (will empty after each unit of study) - **NO EXCEPTIONS**
- 3 dividers (will be explained when we set up our binders in class)
- Loose-leaf paper (at all times)
- Binder size hole puncher that stay in binder
- Pens ONLY

Dates are general and subject to change BUT LITTLE WIGGLE ROOM*

UNIT 0:	<ul style="list-style-type: none"> • Beginning of School • SOP for classroom • Skills Assessments 	TIME FRAME: September 7-September 20th
UNIT 1	Global Tapestry c. 1200-1400 *SUMMER ASSIGNMENT*	TIME FRAME: September 21st- September 29th
UNIT 2	Networks of Exchange c. 1200-1400	TIME FRAME: October 2nd-October 16th
UNIT 3	Land Based Empires c:1450-1750	TIME FRAME: October 17-November 6th
UNIT 4	Transoceanic Interconnections c.1450-1750	TIME FRAME: November 7th-December 15th
UNIT 5	Revolutions c.1750-1900	TIME FRAME: December 18th-December 22nd January 2nd- Regents Week
UNIT 6 Semester TWO	Consequences of Industrialization c.1750-1900	TIME FRAME: January 30th-February 16th
UNIT 7	Global Conflict 1900-present Focus on: WWI/WWII	TIME FRAME: February 29th-March 19th
UNIT 8	Cold War & Decolonization c.1900-present	TIME FRAME: March 20th - April 19th
UNIT 9	Globalization c.1900-present	TIME FRAME: April 23th-May 1st

Major Test and Homework Dates
ALL UNIT EXAMS ARE WRITTEN:
Short Answer Questions or Long Essay

- Skills Assessments : Informal and non evaluative**
 - September 11th-13th
 - Summer Assignment Due 9/7/23**
- Unit 1 Exam/HMWK**
 - September 29th
 - UNIT HOMEWORK PACKET DUE**
- Unit 2 Exam/HMWK**
 - October 16th
 - UNIT HOMEWORK PACKET DUE**
- Unit 3 Exam/HMWK**
 - November 10th
 - UNIT HOMEWORK PACKET DUE**
- Unit 4 Exam/HMWK**
 - December 22nd
 - UNIT HOMEWORK PACKET DUE**
- Unit 5 Exam/HMWK**
 - January 26th
 - UNIT HOMEWORK PACKET DUE**
- Unit 6 Exam/HMWK**
 - February 16th
 - UNIT HOMEWORK PACKET DUE**

- Unit 7 Exam/HMWK**
 - March 22nd
 - UNIT HOMEWORK PACKET DUE**
- Unit 8 Exam/HMWK**
 - April 26th
 - UNIT HOMEWORK PACKET DUE**
- Unit 9 Exam/HMWK**
 - UNIT HOMEWORK PACKET DUE**
 - CB EXAM IN MAY**

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

Unit Topic Breakdowns

- **Skills Assessments : Informal and non evaluative**
 - Compare Contrast
 - Reading speed/comprehension
- **Unit 1**
 - 1.1 Developments in East Asia from c. 1200 to c. 1450
 - 1.2 Developments in Dar al-Islam from c. 1200 to c. 1450
 - 1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450
 - 1.4 State Building in the Americas
 - 1.5 State Building in Africa
 - 1.6 Developments
 - in Europe from c. 1200 to c. 1450
 - 1.7 Comparison in the Period from c. 1200 to c. 1450
- **Unit 2**
 - 2.1 The Silk Roads
 - 2.2 The Mongol Empire and the Making of the Modern World
 - 2.3 Exchange in the Indian Ocean
 - 2.4 Trans-Saharan Trade Routes
 - 2.5 Cultural Consequences of Connectivity
 - 2.6 Environmental Consequences of Connectivity
 - 2.7 Comparison of Economic Exchange
- **Unit 3**
 - 3.1 Empires Expand
 - 3.2 Empires:Administration
 - 3.3 Empires:BeliefSystems
 - 3.4 Comparison in Land-Based Empires
- **Unit 4**
 - 4.1 Technological Innovations from 1450 to 1750
 - 4.2 Exploration: Causes and Events from 1450 to 1750
 - 4.3 Columbian Exchange
 - 4.4 Maritime Empires Established
 - 4.5 Maritime Empires Maintained and Developed
 - 4.6 Internal and External Challenges to State Power from 1450 to 1750
 - 4.7 Changing Social Hierarchies from 1450 to 1750
 - 4.8 Continuity and Change from 1450 to 1750
- **Unit 5**
 - 5.1 The Enlightenment
 - 5.2 Nationalism and Revolutions in the Period from 1750 to 1900
 - 5.5 Technology of the Industrial Age
 - 5.6 Industrialization: Government's Role from 1750 to 1900
 - 5.7 Economic Developments and Innovations in the Industrial Age
 - 5.8 Reactions to the Industrial Economy from 1750 to 1900

- 5.9 Society and the Industrial Age
- 5.10 Continuity and Change in the Industrial Age
- **Unit 6**
 - 6.1 Rationales for Imperialism from 1750 to 1900
 - 6.2 State Expansion from 1750 to 1900
 - 6.3 Indigenous Responses to State Expansion from 1750 to 1900
 - 6.4 Global Economic Development from 1750 to 1900
 - 6.5 Economic Imperialism from 1750 to 1900
 - 6.6 Causes of Migration in an Interconnected World
 - 6.7 Effects of Migration
 - 6.8 Causation in the Imperial Age
- **Unit 7**
 - 7.1 Shifting Power After 1900
 - 7.2 Causes of World War I
 - 7.3 Conducting World War I
 - 7.4 The Economy in the Interwar Period
 - 7.5 Unresolved Tensions After World War I
 - 7.6 Causes of World War II
 - 7.7 Conducting World War II
 - 7.8 Mass Atrocities After 1900
 - 7.9 Causation in Global Conflict
- **Unit 8**
 - 8.1 Setting the Stage for the Cold War and Decolonization
 - 8.2 The Cold War
 - 8.3 Effects of the Cold War
 - 8.4 Spread of Communism After 1900
 - 8.5 Decolonization After 1900
 - 8.6 Newly Independent States
 - 8.7 Global Resistance to Established Order After 1900
 - 8.8 End of the Cold War
 - 8.9 Causation in the Age of the Cold War and Decolonization
- **Unit 9**
 - 9.1 Advances in Technology and Exchange After 1900
 - 9.2 Technological Advances and Limitations After 1900: Disease
 - 9.3 Technological Advances: Debates About the Environment After 1900
 - 9.4 Economics in the Global Age
 - 9.5 Calls for Reform and Responses After 1900
 - 9.6 Globalized Culture After 1900
 - 9.7 Resistance to Globalization After 1900
 - 9.8 Institutions Developing in a Globalized World
 - 9.9 Continuity and Change in a Globalized World

Below are the AP Skills you will need to MASTER by the exam in MAY

Each skill will be required for every unit of study



AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Developments and Processes 1 Identify and explain historical developments and processes.	Sourcing and Situation 2 Analyze sourcing and situation of primary and secondary sources.	Claims and Evidence in Sources 3 Analyze arguments in primary and secondary sources.	Contextualization 4 Analyze the context of historical events, developments, or processes.	Making Connections 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	Argumentation 6 Develop an argument.

SKILLS

<p>1.A Identify a historical concept, development, or process.</p> <p>1.B Explain a historical concept, development, or process.</p>	<p>2.A Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.B Identify the evidence used in a source to support an argument.</p> <p>3.C Compare the arguments or main ideas of two sources.</p> <p>3.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	<p>4.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	<p>5.A Identify patterns among or connections between historical developments and processes.</p> <p>5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>6.A Make a historically defensible claim.</p> <p>6.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. <p>6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective.
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Please Read: These skills below are needed in almost all writing you will do in both high school/post secondary schools. Being able to support your answers, opinion, stances and arguments as a member of a functioning society-you need FACTS/RECEIPTS !

Success Criteria:

***please familiarize yourself on how you will be assessed throughout the year.**

	<p>Level 5 😄 (HP) CB "extremely well qualified"</p>	<p>Level 4 😊 (P+) CB " well qualified"</p>	<p>Level 3 or lower 😞 CB "qualified"-3 CB "possibly qualified" CB "No recommendation"</p>
<p>Historical Thinking Skills:</p> <p>Contextualization. Continuity & Change over time. Causation.</p>	<ul style="list-style-type: none"> ❑ Richly supports the questions or tasks with evidence and developed analysis. Utilized historical reasoning skills in their answers and shows an extra level of effort. ❑ Meets a high standard of completion. Provides rich details and evidence to support answers. Few are uneven... great job in its use of evidence when responding ❑ Demonstrates a complex understanding of the historical development that is the focus of the prompt or task, using evidence to corroborate, qualify, or modify an argument that addresses the question. ❑ ALL of your responses explains how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument ❑ Work relates to the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time 	<ul style="list-style-type: none"> ❑ Supports the questions or tasks with evidence and developed analysis. Utilized historical reasoning skills-maybe uneven at times. ❑ Meets the state standard of completion/class average answer. ❑ Provides details and evidence to support answers at times it can be uneven, but overall does not distract from answers ❑ Work relates to the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. ❑ Good in its use of evidence when responding to questions- Some more developed than others. ❑ Attempts and is successful at using some NUANCED explanations/response ❑ Demonstrates a complex understanding of the historical development that is the focus of the prompt or task, using evidence to 	<ul style="list-style-type: none"> ❑ Attempts to answer task ❑ Missing events & or answers are limited in their length of response or its complexity. Students needed to utilize our historical thinking skills ❑ Please develop answers for next assignments, spend more time reading and taking personal notes for yourself. ❑ Does not or it is limited in the demonstration of a complex understanding of the historical development that is the focus of the prompt, and lacks the evidence required to corroborate, qualify, or modify an argument that addresses the question. ❑ Work DOES NOT relate to the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. ❑ The work DOES NOT or is limited in its identification of specific historical examples of evidence relevant to the topic of the prompt. ❑ No nuances understanding of topic, lacks any concrete example,

	<p>frame of the question.</p> <ul style="list-style-type: none"> ❑ The work identifies specific historical examples of evidence relevant to the topic of the prompt. ❑ Clearly you took time to think about your answers ❑ Applied numerous NUANCED explanations and responses. 	<p>corroborate, qualify, or modify an argument that addresses the question.</p> <ul style="list-style-type: none"> ❑ The work identifies specific historical examples of evidence relevant to the topic of the prompt. ❑ Overall a good job-you took time to work on your answers. 	<p>details, and analysis.</p> <ul style="list-style-type: none"> ★ See the H/HP skills- it will improve your answers complexity and help you to understand the content in a more concrete way. ★ You may need to go to tutoring to work on writing response and skills ★ It's like your studio-just need some practice :)
<p>Evidence</p> <ul style="list-style-type: none"> ★ Ways to help you structure your answer-these are skills you learn in your English classes! 	<ul style="list-style-type: none"> ★ Provides evidence from or references 3 or more of the provided sources/historical facts, HTS. ★ Evidence provided is relevant to your thesis 	<ul style="list-style-type: none"> ★ Provides evidence from or references 3 or more of the provided sources/historical facts, HTS. ★ Evidence provided is relevant to the subject of the prompt 	<ul style="list-style-type: none"> ★ Less than 3 of the provided sources are referenced/ lacks historical facts, HTS-or they are incorrect/out of time frame ★ Provides evidence that is mostly general, irrelevant, or repeats information
<p>Analysis/ Commentary</p> <ul style="list-style-type: none"> ★ Ways to help you structure your answer-these are skills you learn in your English classes! 	<ul style="list-style-type: none"> ★ Consistently and clearly explains the relationship between the evidence and the thesis ★ Has a clear line of reasoning 	<ul style="list-style-type: none"> ★ Explains how some of the evidence relates to the argument, but no line of reasoning is established ★ Analysis/commentary might repeats, oversimplifies, or misinterprets information or evidence 	<ul style="list-style-type: none"> ★ Provides little or no analysis/commentary or doesn't make the connection between the evidence and the thesis ★ Summarizes the evidence, but does not explain how it supports the thesis

* Responses where not enough of the task is completed or no references to the text are made will receive a NY 55-60%.

PLEASE SIGN AND RETURN AS PROOF THAT YOU AND YOUR FAMILY ARE AWARE OF THE EXPECTATIONS OF AN ADVANCED PLACEMENT COURSE AND HAVE REVIEWED THE COLLEGE BOARD WEBSITE IN WHICH THEY THEY OUT THE EXPECTATIONS OF THE COURSE

By signing each of the following statements below you and your parents/guardians indicate that you have read, understand, and accept the information, policies, and procedures contained in this syllabus.

Student Pledge:

- **I am aware that this is a course I chose to take and understand the amount of work is more than I've had in any previous class in my educational career. It is my responsibility to rise to the occasion.**
- It is **MY** responsibility to keep track of and complete **ALL** assignments that are given. That if I am struggling, first, I need to ensure I've put in real studying time and completing the assignments. Then, I'll need to set up an appointment with Ms. Cacioppo to ask for help.
- I will attend tutoring if I am having a hard time in the class. These sessions are held during the lunch period.
- It is my responsibility to keep track of all assignments and balance my responsibilities outside the classroom.
- I must put my phone away while I am completing my assignment for this class, unless using it for the assignment. I know it requires undivided attention to complete tasks in the time allotted, so I can also have free time.
- I will create a time management plan with my parents to ensure I complete all tasks and work to the best of my abilities.

Parent Pledge:

- We/I understand that this was a course **we/I chose** with our child to take. We/I understand that this is an **INTENSE** course and at times will cause stress in my child and at times may struggle more than they have ever in their academic career. We/I understand that we/I will provide the support at home to help my child deal with the stress and time management through the school year.
- We/I am committed to working with my child at home to support their success as I understand the amount of work hours expected.
- We/I understand that I should remove all distractions from my child when they are completing assignments. *ie: take their phones away, make them complete work where you can monitor them-please they will thank you in the long run ☺*
- We/I understand that there is a **MASSIVE learning curve for this course**. Therefore, some of my child's averages will not be how they have been in years past. We/I are not focusing on a number, but instead on the skills our child is gaining and has gained.

By signing below we indicate that we have read, understand, and accept the information, policies, and procedures contained in this syllabus. If you have any questions, please contact me immediately through email or phone. I look forward to a wonderful year!

Student's printed name: _____

Student's signature: _____

Parent's /Caretaker Printed name & email: _____

Parent's signature: _____
/Caretaker