



# Chandler Unified School District

## SOC115 AP World History and Geography Semester 2, SY 2022-23

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### Course Overview

#### Course Description

SOC115 AP World History and Geography (Full Year, 1 Credit): This course covers world history and geography from early civilization to the present. Students are required to read literary works and other primary source materials that relate to the course. Strong writing and research skills are necessary to be successful in this class. Critical thinking and problem solving will be encouraged, along with individual and group multi-skill projects in this challenging course. This course prepares the students to take the AP World History exam.

#### Advanced Placement (AP) / International Baccalaureate (IB) / Dual Enrollment

This is an AP course. An additional syllabus will be provided outlining specific AP/IB/Dual Enrollment requirements for this course.

### Site

#### School name and address:

Basha High School, 5990 S Val Vista Dr, Chandler, AZ 85249

#### Building principal:

Marques Reischl  
reischl.marques@cusd80.com

### Faculty Information

#### Teacher:

Ms. Reynolds BAE- Secondary Education (History)- Arizona State University; BS- Psychology- Arizona State University  
reynolds.allison@cusd80.com  
480-224-2257

**Office hours:** By Appointment, Conference Periods, From 2:20 to 2:45 PM, Monday through Wednesday

### Course Learning Outcomes

#### After this course, students will be able to:

1. To help students become critical readers and thinkers and effective writers utilizing the Habits of Mind:
  - a. Constructing and evaluating arguments using evidence
  - b. Using documents and other primary source data – developing the skills necessary to analyze point of view and context, and to understand and interpret information
  - c. Assessing continuity and change over time and in different world regions
  - d. Understanding diversity of interpretations through analysis of context, point of view, and frame of reference
  - e. Seeing global patterns over time and space while connecting local developments to global ones

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- f. Comparing within and among societies, including comparing societies' reactions to global processes
  - g. Considering human commonalities and differences
  - h. Exploring the persistent relevance of world history to contemporary developments

2. To prepare students for the AP World History Exam and for continued participation in the Advanced Placement program at Basha High School.

3. To develop historical thinking skills

- a) Analyzing Historical Sources and Evidence
  - a. Analyzing evidence: content and sourcing (primary sources)
  - b. Interpretation (secondary sources)
- b) Making Historical Connections
  - a. Comparison
  - b. Contextualization
  - c. Synthesis
- c) Chronological Reasoning
  - a. Causation
  - b. Patterns of continuity and change over time
  - c. Periodization
- d) Creating and Supporting a Historical Argument
  - a. Argumentation

## Materials and Fees

### Course Materials

Interactive notebook

### Course Fees

n/a

## Curriculum and Instructional Resources

### Adopted Resource(s)

World History: Patterns of Interaction - Beck, Rodger B., et al (Holt McDougal), World Civilizations: the Global Experience - Stearns, Peter N., et al. (Pearson)

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions.*

*CUSD has determined that all resources listed above are of exceptional educational value.*

## Course Access

This course is taught in person at Basha High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person. Buzz is the primary location for COA students to access materials at all times.

- Clever [cusd80.com/Page/45109](https://cusd80.com/Page/45109) (select secondary courses will use clever)

## Computer Requirements

Students can use devices to engage with electronic resources and turn-in select assignments.

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## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [NetTutor](#) offers K-12 CUSD students free live tutoring, question drop-off, and writing feedback ([cusd80.com/NetTutor](https://cusd80.com/NetTutor))
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD's Counseling and Social Services Department provides access to mental health support for students and families through their webpage [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528)
- US Department of Health and Human Services 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## Student Conduct, Success, and Responsibilities

### Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at <https://www.cusd80.com/handbooks>. Printed copies will be provided upon request.

### To be successful

-Homework should be expected on a daily basis, unless otherwise specified. It is more beneficial to complete and submit homework and assigned projects on time than to make a habit of procrastination and irresponsibility.

-Ask for help!

### Student Responsibilities

-Reading quizzes will generally be given several times a week with final exams at the end of each semester. Each assessment will be based on outside readings, textbook readings, class lectures, discussions, and supplementary activities.

-The primary purpose of this course is to prepare students to take and pass the AP World History Exam. Final exams for both semesters will utilize AP exam multiple-choice and essay questions. After-school study sessions and Saturday practice exams will be offered in the spring to help students prepare for the AP exam. The schedule and requirements are subject to change and will be communicated via letter before beginning the sessions. Students who attend AT LEAST seven of twelve after-school or in-person study sessions (and complete the accompanying assignments), AND a Saturday practice exam session, AND subsequently sit for the AP exam will, when AP Scores are released in July, have their second semester final exam grade boosted. A score of a 1 on the AP Exam will be awarded a grade of 70% for the second semester final exam. A score of a 2 on the AP Exam will be awarded a grade of 85% for the second semester final exam. A passing score of 3, 4, or 5 on the AP Exam will be awarded a grade of 100%. These students are required to devote a minimum of ten hours to attending study sessions and practice exams outside of class in addition to spending many hours studying for the exam, which far outweighs the amount of time that students usually devote to studying for a final exam in one class. All students will, those taking the AP Exam and those electing to not take the AP Exam, complete an AP-Level exam for their semester final exams. When AP scores are released, students completing all of the requirements outlined above will either retain their original second semester exam score or have their score boosted as indicated

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above; whichever of the two scores is higher will be recorded as the second semester final exam grade.

-The expectation of students taking an AP course is that they are working towards taking the Advanced Placement exam at the end of the school year in May. In preparation for that exam, we strongly suggest that students secure an Albert.IO license which will be available for purchase within the first five weeks of school. We have used this online program over the past few years and students who have used the program have overwhelmingly been more prepared for their exam. Additionally, the program provides diagnostics for teachers to assess the student progress on a continuous basis which allows for more directed feedback and additional help when necessary. This is something that the entire AP Social Studies team supports, as we firmly believe this creates the best outcomes for all of our students.

#### Expectations of Students:

1. You are accountable for your own actions.
2. You are responsible for your own learning.
3. Come to class prepared.
4. Always display strong character.
5. Engage in class discussions.
6. Be respectful of the opinions of others.
7. Do not disrespect me or the other students in the class. All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.
8. Learn to lead both in and out of the classroom.
9. Be on time—tardies illustrate a lack of respect for me and for your peers.
10. Do not destroy property in the classroom.
11. Do not whine or complain and do have an attitude of gratitude.

#### **Late work**

Students are expected to complete assignments in a timely manner. All work is due on the date specified (except for excused absences). Any assignments, quizzes, or tests missed as a result of tardiness or unexcused absence may not be made up and will be entered in the gradebook as a grade of zero. Extenuating circumstances will be evaluated at my discretion. Students will have one week from the due date to turn in late work for half credit.

## **Assessments and Assignments**

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

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## Grading

### Grade Percentage

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	<60%

### Quarter grades

The grading policy is simple—if you do the work, you will pass. Academic grades are figured on a percentage of the total amount of points possible during the term. The grading scale is as follows:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 - 59%	=	F

Please remember that grades are EARNED, not GIVEN!

Student grades will be assessed in accordance with the following outline and can be checked online at any time using Infinite Campus:

50% - Formative Assessments (Warm-Ups [15%], Closures [15%], Projects [15%], Notebook [5%])  
50% - Summative Assessments (Essays and Exams, 25% each)

### Semester grades

The following formula is used to calculate semester grades

- 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## Units of study

Parents/Guardians should indicate if they “Agree” or “Disagree” with their student’s participation in each of the following units of study.

### POST-CLASSICAL WORLD (600-1450 CE)

Major themes:

- Emergence of new empires (e.g. Byzantium, Russia, China, Mongol, Turkish, Inca)
- Rise of Islam and its effect on contemporary societies
- Growth of interregional trade and its effect on different civilizations and cultures
- Political and economic developments in Asia, Europe, Africa, and the Americas
- Demographic and environmental changes caused by human exploration, travel, and trade
- Growth of cities as religious and cultural centers

Central questions:

- How did specific societies impact the development or decline of their contemporaries?
- What characteristics or developments motivated people to increase their interaction with other societies?
- In which ways did religions come into contact and how were they affected both

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positively and negatively?

- How did science and medical pandemics alter civilization's progress during this period of time?
- Did most change stem from migration or urban growth?
- Was there a world economic network in place during this period of time?
- To what extent was Dar-Al Islam a unifying cultural and political force during this the post-classical era?
- What are the issues involved in using cultural areas, rather than states, as units of analysis?

## AGE OF EXPLORATION (1450-1750 CE)

Major themes:

- Changes in trade, technology, and global interaction (e.g. impact of guns and navigational devices on societies)
- Characteristics of major empires, political systems, and cultural systems (e.g. Turks, British, French, Aztecs)
- Slavery and the slave trade as a worldwide phenomenon
- Renaissance, Scientific Revolution, and Enlightenment
- New religions (e.g. Sikhism, Protestantism)

Central questions:

- What are the debates about the timing and extent of European dominance in the world economy?
- How did slavery contribute to the rise of empires?
- How did the birth of empires affect the relationship between individuals and the state?
- How did characteristics of imperial systems differ and what caused the differences?
- How did developments on each continent and/or within each empire affect other empires on the world stage during the Age of Exploration?
- What were the contributing factors to European absolutism and how far-reaching were its effects?

## AGE OF REVOLUTIONS (1750-1914)

Major themes:

- Changes in global commerce, communications, and technology
- Industrial Revolution
- Political revolutions and independence movements (e.g. U.S., Latin America, France, Russia, China)
- Rise of nationalism and nation-states
- Rise of Western dominance and reactions to this shift

Central questions:

- What were the causes of serf and slave emancipation during this period?
- Why did technology develop at different rates in different places?
- What factors led to the rise of the West and how did this adversely affect relationships on the world stage?
- How would the world have been different if Africa or Asia had risen to prominence at this time, instead of the United States and European powers?

## THE MODERN WORLD (1914 – Present Day)

Major themes:

- War and peace in a global context
  - New patterns of nationalism (e.g. fascism, decolonization, racism, genocide)
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- Effects of major global economic developments (e.g. The Great Depression, multinationalism)
  - Social reform and revolution
  - Socialism and communism as economic and political systems
  - Rise of totalitarian dictatorships

Central questions:

- In which ways have the motivations behind conflict changed and what are the local and global effects of this shift in causation?
- How have global conflicts transformed politics and cultures throughout the world?
- Is cultural divergence or diversity the best model for understanding increased intercultural contact in the modern world?
- What are the advantages of using the units of the nation, the world, the West, and the developing world in analysis?
- What are the global effects of Western consumerism society?
- What are the strengths and weaknesses of proposed models of economic development in developing countries?
- Where are we going from here? How will the West's role evolve?

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*