**AP World History Summer Assignments**

**Writing Assignment:**

The essay is due to [herbie.brock@rockcastle.kyschools.us](mailto:herbie.brock@rockcastle.kyschools.us) as an attachment **before 10:00pm on August 1st, 2012**. Failure to turn in the essay on time will result in forfeiture of admission to the course.

This assignment will count for your first essay grade, which consists of 35% of your overall grade.

*To show your competency in written expression as well as your previous knowledge and interest in the history of the world, you will be required to complete a writing assignment. Also, as acceptance to the class may become competitive, this assignment may be used in the class acceptance process. Follow the prompt below to complete the assignment while adhering to MLA format (Times New Roman, 12 point font, 1 inch margins, double spaced, MLA cover sheet, MLA in-text citation, MLA works cited page). Go to* [*http://owl.english.purdue.edu/owl/resource/747/2/*](http://owl.english.purdue.edu/owl/resource/747/2/) *and* [*http://owl.english.purdue.edu/owl/resource/747/08/*](http://owl.english.purdue.edu/owl/resource/747/08/) *for further information about MLA format.* ***The paper should be no less than 700 words and no more than 1000 words.***

Prompt:

Briefly review your previous knowledge of the history of the world. History has been most dramatically influenced by human-beings and, in reference to that, you should think about the men and women that have shaped our world. Your task is to choose a historical figure from each time period listed below and argue why they should be studied in an AP World History classroom.

* 8000 BCE – 600 CE
* 600 CE – 1450 CE
* 1450 CE – 1750 CE
* 1750 CE – 1900 CE
* 1900 CE – Present

When making your argument for each, consider their impact during their respective contemporary time as well as their lasting influence throughout history and on the modern day. Discuss each figure thoroughly and equally. Provide examples from credible sources chronicling their accomplishments and significance. For each historical figure discussed in your essay, you should use at least two credible sources. Therefore, your essay requires a minimum of ten unique sources.

Go to <http://www.ed.uiuc.edu/wp/credibility/> for further information about credible sources.

**Reading Assignment:**

Please read the packet attached. Your assignment is to outline the packet using the instructions below. The outline should be complete yet simplified. It should be written using pencil or pen and paper and **is due on Thursday, August 9th**. Failure to turn in the essay on time will result in forfeiture of admission to the course.

The outline created can be used during an open-note **exam on Friday, August 10th.** This exam will count as your second exam grade, which counts as 35% of your total grade. It would be wise to create a complete outline as to help you on the test on August 10th.

Instructions for outlining

1. Skim the textbook chapter for a few minutes, looking at the headings and any bold or italic words. Having a basic idea of the chapter content and keywords will help you follow the structure of the chapter better and prepare you for outlining.
2. Read the chapter. Don't start writing your outline yet, but feel free to write down any particularly interesting points or page numbers as you go.
3. Begin your outline. Many textbook chapters have introductory paragraphs that give a good outline for the chapter. For example, in a history textbook, a chapter introduction may say it will discuss the lead up to the Vietnam War, the war itself and the aftermath. For the Vietnam War chapter, you might choose three main headings: Before the War, During the War and After the War.
4. Adhere to the outline format. Outlines typically have several different levels; one of the most common formats has heading titles preceded by I, II, III. Subheadings begin with capital letter headings, followed by Arabic numeral headings (1, 2, 3), followed by lowercase Roman numeral headings (i, ii, iii). Label each level of heading and content with both a number or letter and a title, key word, or sentence, and indent each successive level of headings more than the previous level. Use the structure your instructor prefers, if given.
5. Search for the main ideas and subjects as you re-read the chapter and write your outline. Under each main heading, add subheadings that elaborate on the subject, giving additional facts and details. For the Vietnam War, you might have subheadings with key facts about the effects of the American draft on American society and significant events such as the Tet Offensive. Ideas that are part of a main idea should be indented and labeled as a subheading of that idea.
6. Skim the chapter once more when you have finished re-reading the chapter and constructing your outline to check that you have not missed any important information.

**Map Test Assignment**

The packet attached contains 5 maps. These maps are to be labeled and studied for the map test on **Thursday, August 9th**. For the test, you will receive identical blank maps and be asked to fill in each item.

This exam will count as your first exam grade, which counts as 35% of your total grade. It would be wise to study throughout the summer as to become familiar with the content. A last-minute cram session will likely prove to be a bad idea.

Feel free to use the online study aides at mrbrock.net under the AP tab for this test.

**AP World History Summer Assignment Timeline**

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| --- | --- |
| **Assignment** | **Due Date** |
| Essay | Wednesday, August 1st, 2012 before 10:00pm by email |
| Reading assignment outline | Thursday, August 9th |
| Map test | Thursday, August 9th |
| Reading outline open-note exam | Friday, August 9th |
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Below is a list of questions that you should ask yourself before committing to AP World History. I have provided them as an opportunity for you to better understand what kind of student takes an AP course. APWH is a very intensive course with regular homework and high standards. If you answer “no” to any of these questions, consider talking with Mr. Brock or your parents about the pros and cons of taking an AP course.

Do I want to become a better student?

Will I become a better student by working hard?

Do I want to be challenged? Are regular classes often boring?

Do I like joining and leading class discussions?

Do I enjoy learning about history and other cultures?

Am I a good writer?

Do I enjoy reading?

Do I have good problem solving skills?

Do I have enough time to dedicate an hour each night to study?

AP World History

*Course Syllabus*

*Rockcastle County High School*

# James Herbie Brock

**Course Description: Overview of AP World History**

Above all, AP World History is an opportunity. It is an opportunity for students to earn college credit (upon passing the AP Test given at the end of the year). It is an opportunity for students that enjoy an in-depth study of History to gain a better understanding of the content. And, it is an opportunity to work alongside like-minded students to explore exciting materials.

**Resource Materials:**

* Classroom notebook (a two-inch or larger three-ring binder)
* Lined paper
* Writing utensils (Pens or mechanical pencils are preferred)
* Highlighter
* 100 3x5 Index cards
* Text (provided)

**Grading Policy**

Assessments: 70% (35% Essays/35% Exams)

Grades are simply an evaluation of what a student has learned. With that, a wide variety of assessments will be used on a regularly recurring basis including but not limited to the following:

**\*All research related work and presentations**

**\*Written tests with essay components**

**\*CCOT work/creation**

*Change and continuity are addressed throughout the course through regular discussions and lectures. Also, students will receive practice and shaping of their understandings of change and continuity throughout history by regularly working on essays in response to change and continuity over time questions.*

**\*Comparative Questions work/creation**

*Like change and continuity questions, comparative questions will also be used to help students gain a better understanding of cultures and historical situations by comparing them. These questions and their essay responses will be used regularly throughout the course.*

**\*DBQ work/creation**

*Document based questions will be used similarly to change and continuity and comparative questions. Document based questions will ask students to use provided evidence to inform their response to the essay question. These types of questions will be utilized throughout the course.*

\*All activities will be practiced regularly in each unit.

Reading/Homework Quizzes: 10%

Students will be regularly quizzed on out of class readings and assignments. Any work done outside of class that is not categorized as an exam or essay will fall into this category.

Semester Exam/Mock AP World History Exam: 20%

At the end of the first semester, a semester exam will be given that covers all of the content covered up-to-date. At the end of the second semester, a mock AP World History test will be given. Each of these exams will count for 20% of the student’s semester grade for the semester given.

**Performance Standards and Expectations**

The class will be modeled after college courses and should serve as a suitable alternative to said courses. With that, the course-load will be rigorous and challenging. Students are expected to exemplify responsibility and maturity in preparedness and participation during the course.

Refer to the RCHS Handbook for specific school expectations and behavior policies. All RCHS Handbook policies are strictly followed in AP World History. Below are specific additions to the Handbook policies that pertain to APWH particularly.

Show respect for all people at all times.

Be responsible with coursework and attendance.

Electronic devices are not permitted to be used or visible during class time.

**Make Up Work Policy**

RCHS Handbook policies apply.

**Plagiarism Policy**

RCHS Handbook policies apply. Academic honesty is of utmost importance in this class and violators will be punished to the full extent of current policies. This includes copying homework, other assignments and cheating on tests.

**Class Policy FAQ (Frequently Asked Questions)**

Q – What supplies do I need for this class?

A – Each day you will be responsible to have your textbook, lined paper, in a three-ring binder with a writing utensil and highlighter. Pens or mechanical pencils are strongly encouraged.

Q – Are additional resources required for the class?

A – No. All other materials will be provided. However, some students prefer to order study guides and booklets to help them with the class. Cracking the AP World History Exam by The Princeton Review will be provided at no cost.

Q – What if I am late to class?

A – The tardy will be listed via Infinite Campus. Discipline will be given as per the RCHS Student Handbook. (4 tardies = detention and so on) If your tardy is excused by a faculty member, a note must be presented to Mr. Brock on the day of the tardy.

Q – What is Mr. Brock’s makeup work policy?

A – The policy is per the RCHS Student Handbook. Students who miss class will be given three school days after to make up the work outside of class. Additional consecutive days missed will add one extra day for makeup per day missed. For example, if a student misses two days, makeup work will be due five school days from the last missed day. All makeup work must be completed outside of class. Specifically, tests must be made up before or after school.

Q – What is Mr. Brock’s late work policy?

A – If a student fails to turn in an assignment at the time it is due, they may turn it in on the next school day for ¾ original credit. Work is considered late if it is turned in during the time it is being collected. All makeup work must be completed outside of class. Specifically, tests must be made up before or after school.

Q – What is Mr. Brock’s re-testing policy?

A – Tests may be retaken once for each unit. In order to qualify students must have

1. Completed all assignments for the unit before taking the original test.
2. Completed test corrections for the original test and turn them in before the retake.
3. Schedule a time after or before school to retake the test.
4. Requested the retake before five school days after the original graded test was returned.

\*The teacher reserves the right to modify this document at any time for any reason.





 





 









 







