

**Century High School - SAUSD**

**HIGH SCHOOL COURSE SYLLABUS**

**2019-2020**

**Course Title:** AP World History: Modern **Teacher:** Mr. Thomas Century High – Room 5219 **School Phone:** 714 568-7000 **E-mail: justin.thomas@sausdlearns.net**

**Planning Period:**

*“Success is not about where you come from, or how much money your family has. Success is about how passionately you believe in your own potential, and more importantly, how hard you’re willing to work to achieve it.” –* Michelle Obama

**Course Description:** The Advanced Placement World History: Modern (WHAP) is a challenging full year course that explores the year 1200 to the present day. WHAP is considered the equivalent of a semester college survey course in Modern World history (equal three credits).  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.

The course is designed to prepare students for the College Board’s AP World History Exam given nation-wide in May. Students who pass the exam (score of 3, 4, or 5) *may* earn college credits. Most colleges will award THREE college credits for successfully scoring on those levels on the test (equivalent to World History II (Modern World History). That sets this course apart from an academic course is extensive reading of college-level texts, combined with a heavy emphasis upon analytical skills that include forming and substantiating various historical hypotheses, as well as in-depth work with historical documents. This course counts for student’s World History graduation requirement, set by the California Department of Education.

**Textbook**

***Primary Textbook***

* Voyages in World History (3rd edition) by Hansen, Valerie and Curtis, Kenneth, Cengage Learning, 2017.

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**Grading/Evaluation:**

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| --- | --- | --- | --- | --- |
| **CHS Grading Scale** | |  | **Teacher’s Grading Structure – Marking Period** | |
| 100% - 90% | A |  | Non-Performance Assessments – Tests/Exams | TP% |
| 89% – 80% | B |  | Non-Performance Assessments – Quizzes | TP% |
| 79% – 70% | C |  | Performance Based Assessment (Projects, Writing Assignments) | TP% |
| 69% – 60% | D |  | Classwork | TP% |
| 59% – 0% | F |  | Homework | TP% |

**Who is Mr. Thomas?**

Welcome to our classroom! We’ve got a lot of great times ahead of us this year. Here at Century High School, I teach AP World History and Regular World History. I absolutely love teaching here. I grew up in Orange Country graduated from El Toro High School. I have an Bachelor’s degree in Social Science, a Master’s degree in Instructional Technology, I absolutely love to travel and have been to many states and countries. I am married to Ms. Rodriguez – Thomas who works at Santa Ana High School as a English Teacher and I have one daughter.

***My Philosophy on Teaching and How I Facilitate My Classes:***

* I am not a teacher. I am a facilitator of learning. I want to unlock the curiosities inside of you and see your passions ignited.
* I believe relationships are incredibly important. I want to get to know who you are as a person and I will do my very best to come and support you at your games, band competitions, plays, etc.
* RIGHT NOW, throw out everything you know or have experienced about any social studies class you’ve ever taken. You’re about to go on the ride of your life and it will be completely different than anything you’ve ever done. I am PASSIONATE about what I do and teach, and I want you to experience that same excitement too. We will experience, taste, listen, feel, and dive into our government and history. My goal is to, as much as possible, create an environment where you are having so much fun learning, that you forget you’re learning.
* I believe in challenging you. You are going to have to work harder than you ever have before and you will EARN your grades. You will be stressed, but you will be a better learner for it, and I guarantee you will leave my class at the end of the year knowing so much more than you could ever imagine.
* My door is ALWAYS open to you. If I can help you in any way, with class, school or other issues, please know I am always here for you, even if you just need to vent or have someone listen.
* Life happens. There’s a difference between constant excuses for not meeting expectations and when things come up. If things inside or outside of school are affecting your ability to meet course expectations, talk to me individually.
* One of my biggest goals is to prepare you for college and career. I hold you to high expectations, just like you will be held to in life. While we most certainly will have fun, there are also expectations which I expect you to meet in my classroom. I absolutely, under no circumstances, will allow you to disrupt the learning of the rest of the students in our class.
* Life is a banquet, and most poor suckers are starving to death! We’re going to learn, explore, play and enjoy life together this year, not only through the content which we learn, but the relationships we build with one another and the experiences we have together.

**POLICIES AND PROCEDURES**

**Materials for the Course**

Students should have the following materials for the course:

* 2 to 3 -Inch (or larger) Binder
  + Lined Paper for in the Binder
* Pen and Pencils
* Computer with Internet Access – In order for students to complete assignments, they will need a computer with Internet access out of school. Students can use a cell phone if needed. If students do not readily have a computer at home, they will need to use a school computer during their daily study hall or the resources at their neighborhood library

**Contacting Mr. Thomas**

There a variety of ways in which students and parents can contact me:

* Email: At a minimum, I check my school based email: [justin.thomas@sausdlearns.net](mailto:justin.thomas@sausdlearns.net) at least three times a day: before school, during my planning period and after school.

**Balance – Extra Curriculars, Sports, and Outside Activities**

When choosing their course, students are encouraged to be mindful about the other activities which they are involved in, including clubs and sports at school as well as commitments outside of school. Students have freedom in picking their classes and are not required to take an AP level course. Students need to understand that with each AP class they elect to take, your homework level (and stress level) increases. For Mr. Thomas AP classes, you should expect an hour of homework each night, and if you procrastinate and don’t follow the suggested time schedule that he provides, it will require more time. The key is to be able to find a balance that works with your lifestyle. Mr. Thomas has taught students who have taken his AP class as well as other AP classes, participated in sports, and extracurricular activities and balanced it as well, however, their free time decreases with each added activity. Balance is different for everyone and students need to decide what they can or cannot handle. With all that being said, if you are feeling very overwhelmed, you are encouraged to speak to Mr. Thomas so that he can help you to alleviate some of that stress by setting up an alternate schedule, etc. HOWEVER, this should be an infrequent event, and not something that is done all the time.

If a student elected to participate in a sport or other activity, that is a commitment that they have made. That coach/sponsor may give the student a consequence for missing their event. Mr. Thomas will not intervene with that coach/sponsor on the student’s behalf. If a student is not going to participate in a field trip due to another conflict, they should tell Mr. Thomas well in advance (due to tickets, planning, etc.).

**Office Hours**

I usually arrive by 7:30 AM and remain until 4:00 PM. I am available most days after school to answer questions. If a student or parent wishes to meet, they should contact me ahead of time.

**Coursework**

WHAP, is a 6-credit intensive college course and it is one of the most demanding AP courses. As a result, students should expect a challenging workload that will take a significant amount of time outside of school. It is impossible for the teacher to cover all the material during the class time we have, thus the student must complete all required coursework to be best prepared for the exam. Coursework includes the following types of tasks:

* Flipped Instruction: I use a teaching methodology called “flipped instruction” in which the students complete the lecture/background information portion of the course at home via videos that I have used/ created on the content we are learning. This allows more time to be used during class for activities that engage students and help them to understand the content on a deeper level. With each video, students are required to take detailed notes in their notebook. Videos are typically 10-30 minutes in length. Students are required to take notes on each video. If students do not have Internet access, they can borrow a USB flash drive from me with the videos on them to watch on their home computer or during Study Hall at school. While the content will be delivered via videos, students will still be given a textbook which they can utilize for their learning or if they have computer issues. Students should be prepared for pop quizzes on these videos at any time.
* Notes: Take notes on video and in-class lectures, discussions, and readings.
* Tasks/Discussions: Be prepared to discuss readings, lecture materials, and various assignments.
* Writing: Writing is a large portion of the AP exam and as such students will do much writing throughout the year in the format of Short Answer Questions (SAQs), Long Essay Questions (LEQs) and Document Based Questions (DBQs).
* Challenges/Quizzes: Reading and preparing for class is the most significant contributed to success in WHAP. For this reason, pop reading quizzes are given regularly. Each quiz consists of 5-10 questions based on the objectives for the unit. The textbook, notes, and supplemental sources will all be helpful in preparing for quizzes.
* Challenges/Map Quizzes: Geography is an important piece of the social studies. As such, students will take frequent map quizzes of the different political and physical characteristics of the different regions of the world.
* Guardians and Boss Challenges/Tests: Each unit will end with a Challenge. These Challenges will include multiple choice, essay, and/or document-based questions.
* Exams: At the end of the first semester, students will take a Semester Examination. At the end of April, just prior to the AP exam, students will take a full Mock AP World History Exam that covers content from the entire year.~~.~~
* Missions: Students will complete several projects a quarter to enhance their understanding of the content. While time will be given in class, a bulk of the work will be done outside of school.

**Special Note on Religious History Included in the Course**

The history of human civilization has been greatly influenced by religion, as such the College Board, aligning to college courses across the world, has included much about the history and beliefs of the major religions of history in the course standards, all of which is testable material on the AP exam. Students will learn about the history, beliefs and practices of many different polytheistic and monotheistic religions throughout the year. This includes, but is not limited to, the major world religions of today: Judaism, Christianity, and Islam. As such, students will read excerpts from religious texts, view religious artifacts, and have the option to visit religious sites and learn from religious leaders. It should be understood that it is not the intention by the College Board or teacher to show that one religion is better than another or convert students. Religion in this course is solely taught and examined with a historical lens. Parents and guardians are encouraged to follow the course calendar and have discussions at home with their student about their own religious beliefs and values and how it relates to what we are studying.

**Discipline**

It is my goal as the teacher to create a learning environment that is so engaging that students forget they are learning. I work hard to develop lessons that cultivate your student’s creativity, incorporate technology, are engaging and push the student to work hard and critically think. My goal is for students not to go away from this course just knowing “facts” that they won’t remember five years from now, but to create an experience for students where they are able to discover new things, collaborate with their peers, individually apply the material we learn and be excited about learning. Knowing all this, it is my desire that time is not taken from learning for misconduct. In the case of misconduct, I follow a 3-strikes procedure:

1. Individual Conference with the Student
2. Contact Made with the Parent/Guardian (via phone preferably)
3. Referral to Administration

**Specific Policies**

* Cell Phones: From CHS Policy “Information technology use is a privilege which can be denied, revoked, or suspended for a period of time by teachers in their classrooms or by an administrator for the school. When students bring a portable communication device to school, they assume the responsibility for the loss, theft, or use of that device by others.” I will provide a numbered pocket chart in the classroom, in which students will be assigned a number. When students enter the classroom, they are expected to place their cellphone (powered off) in their assigned pocket. It will remain in that pocket for the duration of the period. I have provided surge protectors next to the pockets so that students may charge their phone while it is in the pocket during class.
* Occasionally, we will use cell phones for activities in class in which the student will be permitted to have their phone with them to use strictly for educational purposes. I reserve the right to confiscate the phone if these procedures are not being followed by the student. Phones will be placed on top of my desk by the student and can be picked up at the end of the period. Note on earbuds: It is the official policy of Fort Hill that earbuds are not permitted in the hallways (exception is the cafeteria at lunch). Occasionally, students will use their earbuds in class as a part of an activity; otherwise, they should be kept away.
* Retaking Task: Students are not able to retake any task. Students are given plenty of notice to prepare for task as well as review options and my office hours of which they can sign up for so they can have my undivided attention. With that being said, it is understandable that we all have bad days and that as a result a student may score poorly on a task. There will always be at least 4 different assessments a quarter, so students have plenty of opportunity to improve their grade.
* Absences/Make-Up Work: Because of the fast-paced nature of the course and the amount of material covered, students are encouraged to be in class. However, there will be days when a student is out as a result of a school-based function, being sick, or other reason. Students are responsible for any work they miss while absent. From Policy: “Students shall be permitted two school days for each day absent to make up work. These make up absence days will begin the second day after the student returns. This policy does not automatically extend due date for long-term assignments unless approved by the principal.” If absent for an assessment, the student must make it up the very next day (as they are notified several days in advance). Students are responsible for following Canvas when out of class and speaking to the teacher about missed work.
* Late Work: Unless there is an extenuating circumstance (determined by the teacher) late work is not accepted and will be entered as a 0.
  + End of Quarter: At the end of a grading period, students are not permitted to turn in old late or missing work (including if they were absent – see absence policy) and no end of quarter extra credit is given. There are many bonus point opportunities throughout the quarter which the student can utilize.
* Academic Dishonesty
  + Cheating: Cheating by any means on any work, projects or assessments is unacceptable. Students who are found to be cheating will receive a 0 on the assignment/task, this includes on missions and challenges. During challenges, this includes going to other locations on the computer/Internet outside the testing portal, talking to others during the test, utilizing notes, having a cell phone on their person, etc.
  + Plagiarism: Plagiarism (copying) will result in an automatic 0.

The following is a list of EXAMPLES of acceptable and unacceptable behavior. It does NOT include every

single action that could be considered unacceptable. The goal is for you to use this list to figure out for yourself what is and is not unacceptable. If you have a question about this, it is YOUR RESPONSIBILITY to ask a teacher in advance.

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|  | **Acceptable** | **Not Acceptable** |
| **Using**  **Sources to**  **Complete an**  **Assignment** | * + Using a reference source to look up a definition or concept that comes up in an assigned reading | * + When given an assigned reading for homework, using someone else’s analysis of the reading (e.g. SparkNotes) without teacher permission   + When instructed to use a specific source(s) to complete an assignment, using another source without notifying the teacher   + Copying even a short phrase word-for-word from a source without using quotation marks AND providing a citation   + Fabricating or “fudging” data, information, or sources |
| **Proofreading** | * + Having someone else proofread a paper/assignment and give feedback or help you make improvements | * + Having someone else (peer, parent, tutor) proofread a paper and make all necessary corrections FOR YOU |
| **Getting /**  **Giving Help**  **on an**  **Assignment** | * + Discussing a specific topic with another student to clarify   + Meeting with another student, showing your assignment/paper, discussing it, and then taking your paper with you   + Recommending a specific source that you found useful to another student   + Having someone (peer, parent, tutor) look over work you completed and make some suggestions for improvement   + After an absence, copying and borrowing a classmate’s notes from that class | * + Giving another student your completed assignment, which the other student must also complete, to help him “understand” a specific topic   + Turning in work that is identical, or substantially similar to, the work of another student.   + Working with another student to complete an assignment when you have NOT been instructed to do so by your teacher   + Merely copying a group member’s assignment, when you have been instructed to work together to complete the assignment   + Giving your note book (including notes, assignments, quizzes, and tests) to a student who is taking the same class next year   + Having anyone (peer, parent, tutor) complete work for you and submitting it as your own |
| Preparing for / Taking  **Challenges** | * + Studying for a test with a group of people | * + Providing specific information about a test to students in the same course who have not yet taken the test   + Having unauthorized prior knowledge of a test   + Providing information to / accepting information from another student in a testing situation (verbally or physically)   + Possession of unauthorized notes or study-aids during a quiz or exam.   + Having an electronic device visible at any time during a quiz or exam is automatically considered an instance of Academic Dishonesty.   + Looking at a classmate’s test during the test   + Changing an answer after the test was graded in order to change the grade |

**Movies**

During the school year, Mr. Thomas will utilize parts of, or occasionally a full movie to give students a deeper understanding of what we are studying. Some of the movies depict tragic events in history and thus are often mature in content. Because this is a college-level class, students are expected to be able to handle these. Parents are encouraged to research the movies using IMDB or another website. If you have questions or concerns, please contact Mr. Thomas.

**Study Groups**

Students are encouraged to form a study group for. Working with peers from class is a valuable method of studying and reviewing as long as students don’t just “divide and conquer.” Before each unit test, students have the option to do a Study Group at one of the local libraries for an extra 5% points to be added on their unit test.

**AP Test Registration**

College Board is moving the AP Exam registration and ordering timeline from the spring to the fall for the 2019-2020 school year. Therefore, students enrolled in an AP course and want to participate in the AP exams in May 2020 will register, pay, and commit to taking the exam in October 2019. There will be additional fees for each exam ordered after the final deadline in the fall and for any exam that is ordered but not taken. Cost of an AP test is typically around $85 dollars, however there are tuition waivers available for students who receive Free and Reduced Meals, are enrolled in Upward Bound, or who have financial hardship.

**AP World History: Modern – Course Calendar**

NOTE: BCE refers to Before Common Era (formerly known as Before Christ). CE refers to Common Era (formerly known as Anno Domini (AD) – The Year of Our Lord/After the Birth of Christ)

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| --- | --- | --- |
| **Unit 0 - Ancient and Classical History Review (10,000 BCE – 1200 CE)**   * Revolution * First Civilizations (Mesopotamia, Egypt, etc) * Classical Civilizations in Greece and Persia * Alexander the Great * The Roman Empire * Beginnings of World Religions   **Unit I – The Global Tapestry (1200-1450)**   * Dar al Islam * Native Societies in the Americas * The Middle Ages/Dark Ages/Medieval * Feudalism * Crusades * Early American Societies   **Unit II – Networks of Exchange (1200-1450)**   * Trade in Africa * Indian Ocean Trade * The Mongols * Developments in China | **Unit III – Land Based Empires (1450-1750)**   * Protestant Reformation * Gunpowder Empires * East Asia Meets Foreign Traders   **Unit IV – Transoceanic Interconnections (1450-1750)**   * The Beginning of Slavery * Ottoman Empire * Beginning of Russia * Colonial Beginnings   **Unit V – Revolutions (1750-1900)**   * The Enlightenment * Political Revolutions * Industrial Revolution   **Unit VI – Consequences of Industrialization (1750-1900)**   * Imperialism * Response to Imperialism * Global Trade | **Unit VII – Global Conflict (1900-Present)**   * World War I * The Russian Revolution * Interwar Years * World War II and the Holocaust   **Unit VIII – Cold War and Decolonization (1900-Present)**   * The Cold War * Spread of Communism * Decolonization * Post-Cold War World   **Unit IX – Globalization (1900-Present**)   * Advances in Technology * Calls for Reform * Economics in the Global Age * Globalized Culture |

Possible Timeline

|  |  |
| --- | --- |
| **1st Quarter**  **AUGUST**  Ancient History   * From Hunter-Foragers to First Civilizations   **SEPTEMBER**  *LABOR DAY*  Classical History   * Classical Civilizations in Greece and Persia * The Roman World * Classical Civilizations in India and China   Unit 1 – The Global Tapestry   * Topic 1 – Developments in East Asia * Topic 2 – Developments in Dar al-Islam * Topic 3 – Developments in South Asia and Southeast Asia * Topic 4 – Developments in the Americas * Topic 5 – Developments in Africa * Topic 6 – Developments in Europe * Topic 7 – Comparison in the Period 1200-1450   **OCTOBER**  Unit 2 – Networks of Exchange   * Topic 1 – The Silk Roads * Topic 2 – The Mongol Empire and the Modern World * Topic 3 – Exchange in the Indian Ocean * Topic 4 – Trans-Saharan Trade Routes * Topic 5 – Cultural Consequences of Connectivity * Topic 6 – Environmental Consequences of Connectivity * Topic 7 – Comparison of Economic Exchange   Unit 3 – Land Based Empires   * Topic 1 – European, East Asian, and Gunpowder Expands * Topic 2 – Empire Administration * Topic 3 – Empire Belief Systems * Topic 4 – Comparison in Land-Based Empires | **2nd Quarter**  **NOVEMBER**  Unit 4 – Transoceanic Interconnections   * Topic 1 – Technological Innovations * Topic 2 – Exploration * Topic 3 – Colombian Exchange * Topic 4 – The Establishment of Maritime Empires * Topic 5 – The Development of Maritime Empires * Topic 6- Internal and External Challenges to State Power * Topic 7 – Changing Social Hierarchies * Topic 8 – Continuity and Change from 1450-1750   *THANKSGIVING BREAK*  **DECEMBER**  Unit 5 – Revolutions   * Topic 1 – The Enlightenment * Topic 2 – Nationalism and Revolutions * Topic 3 – Industrial Revolution Begins * Topic 4 – Industrialization Spreads * Topic 5 – Technology in the Industrial Age * Topic 6 – Industrialization: Government’s Role   *CHRISTMAS BREAK*  **JANUARY**   * Topic 7 – Economic Developments and Innovations * Topic 8 – Reactions to the Industrial Economy * Topic 9 – Society in the Industrial Age   Unit 6 – Consequences of Industrialization   * Topic 1 - Rationales for Imperialism * Topic 2- Expansionism * Topic 3 – Indigenous Responses to State Expansion * Topic 4 – Global Economic Development * Topic 5 – Economic Imperialism * Topic 6 – Causes of Migration in an Interconnected World   *SEMESTER EXAM*  *MLK DAY*   * Topic 7 – Effects of Migration * Topic 8 – Causation in the Imperial Age |
| **3rd Quarter**  **FEBRUARY**   * Unit 7 – Global Conflict * Topic 1 – Shifting Power * Topic 2 – Causes of World War I * Topic 3 – Conducting World War I * Topic 4 – Economy in the Interwar Period * Topic 5 – Unresolved Tensions After World War I * Topic 6 – Causes of World War II * Topic 7 – Conducting World War II   *PRESIDENTS DAY*   * Topic 8 – Mass Atrocities * Topic 9 – Causation in Global Conflict   **MARCH**  Unit 8 – Global Conflict   * Topic 1 – Setting the Stage for Cold War and Decolonization * Topic 2 – The Cold War * Topic 3 – The Effects of the Cold War * Topic 4 – Spread of Communism After 1900 * Topic 5 – Decolonization After 1900 * Topic 6 – Newly Independent States * Topic 7 – Global Resistance to Established Power Structures * Topic 8 – End of the Cold War | **4th Quarter**  **APRIL**  *EASTER BREAK*  Unit 9 – Globalization   * Topic 1 – Advances in Technology and Exchange * Topic 2 – Technology and Disease * Topic 3 – Technology and the Environment * Topic 4 – Economics in the Global Age * Topic 5 – Calls for Reforms and Responses * Topic 6 – Globalized Culture * Topic 7 – Resistance to Globalization * Topic 8 – Institutions Developing a Globalized World * Topic 9 – Continuity and Change in a Globalized World   *MOCK EXAM/FINAL EXAM*   * Review   **MAY**   * Review (cont.) * AP Test - Thursday May 14th, 2020 @ 8AM * End of Year Projects |

**ABOUT THE WHAP EXAM**

**AP World History Exam: 3 Hours and 15 Minutes**

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| **Format of Assessment** | |
| ***Section I (1 hour and 35 minutes)***  *While you will be stopped after the 55 minutes for the SMBC, there is not a break between the SMBCs and SAQs.* | ***Section II (1 hour and 40 minutes)***  *There is no break during this section. Students are responsible for managing their time and ensuring they answer both the DBQ and LEQ in the hour and forty-minute time period.* |
| ***Part A: Stimulus Bases Multiple Choice (SMBC) I 55 Questions I 55 Minutes I 40% of Exam Score*** | ***Part A: Document Based Question (DBQ) I 1 Question I***  ***60 Minutes (Includes 15 Minute Reading Period) I***  ***25% of Exam Score*** |
| * Questions appear in sets of 2-5 * Students analyze historical texts, interpretations, and evidence. * Primary and secondary sources, images, graphs, and maps are included. | * 1 Question that will come from the years 1450-2001 * Analyze and synthesize historical data * Assess written, quantitative, or visual materials as historical evidence. |
| ***Part B: Short Answer Questions (SAQ) I 3 Questions I***  ***40 Minutes I 20% of Exam Score*** | ***Part B: Long Essay Question (LEQ) I 1 Question I***  ***40 Minutes I 15% of Exam Score*** |
| * Questions provide opportunities for students to demonstrate what they know best. * Some questions include texts, images, graphs or maps. * Questions: * Question 1 (Required) – Secondary source(s) * Question 2 (Required) – Primary source * (Required) Question 3 OR Question 4. Choose between:   + Question 3 – No stimulus (1200-1750)  + Question 4 – No stimulus (1750-2001)  *There is a 10 minute break after this portion of the exam* | * Students select one question among three options. Options will be the following year periods: * 1200-1750 * 1450-1900 * 1750-2001 * Explain and analyze significant issues in World history. * Develop and argument supported by an analysis of historical evidence. |

**Period % Tested on the AP Exam**

Below is an outline of the periodization used in the course and approximately how much of the AP exam/course content is devoted to each period.

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| --- | --- | --- | --- |
| **Unit** | **Title** | **Date Range** | **Weight** |
| 1 | The Global Tapestry | 1200 - 1450 CE | 8-10% |
| 2 | Networks of Exchange | 8-10% |
| 3 | Land-Based Empires | 1450 – 1750 CE | 12-15% |
| 4 | Transoceanic Interconnections | 12-15% |
| 5 | Revolutions | 1750 – 1900 CE | 12-15% |
| 6 | Consequences of Industrialization | 12-15% |
| 7 | Global Conflict | 1900 CE - Present | 8-10% |
| 8 | Cold War and Decolonization | 8-10% |
| 9 | Globalization | 8-10% |



**Mr. Thomas Course Syllabus Confirmation of Receipt**

**Student Information**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anything I want Mr. Thomas to know about myself (How can he be the best teacher possible for you?):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Birthday: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Snack: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Primary Parent/Guardian Information**

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Best Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anything you want Mr. Thomas to know about your student:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Confirmation of Receipt and Understanding of Syllabus Agreement**

**Student**

By signing below, I as the student confirm that I have read the syllabus for Mr. Thomas’s class and that I fully understand the policies and procedures that have been outlined within it. As a student, I agree to abide by these policies and understand the consequences if I choose not to. I understand the importance of communicating with Mr. Thomas if I ever have any questions so that we can work together to solve any problems. I understand that I have elected to take an Advanced Placement (AP) level course, which means that I will be doing college level work, with a significant amount of homework. The work will be significantly harder than if I took an academic or honors section and I will have to work hard to earn the grade that I desire. I understand that I am responsible for any textbooks, review books, and other materials that are assigned to me, and if lost I am responsible for paying for those.

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Student Signature Date

**Parent/Guardian**

By signing below, I as the parent/guardian confirm that I have read the syllabus for Mr. Thomas’s class and that I fully understand the policies and procedures that have been outlined within it. I understand the importance of communicating with Mr. Thomas if I ever have any questions so that we can work together to solve any problems. I understand that my student is responsible for any textbooks, review books, and other materials that are assigned to him/her, and if lost I am responsible for paying for those.

I understand that my student has elected to take an Advanced Placement (AP) level course, which means that they will be doing college level work, with a significant amount of homework. The work will be significantly harder than if they took an academic or honors section and they will have to work hard to earn the grade that they desire.

I have reviewed the list of movies/multimedia and give my student permission to view these. Should I have any questions, I will contact Mr. Thomas.

I hereby grant the right to photograph my dependent and use photographs and/or other digital reproductions of him/her or other reproduction of his/her physical likeness for publication processes, whether electronic, print, digital or electronic publishing via the Internet to Santa Ana Unified School District and to its employees, agents, assigns, and sponsors.

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Parent/Guardian Signature Date