

# AP World History Syllabus 2015-2016

Pembroke Pines Charter High School  
Mrs. Kolby Rudd

## Course Overview

The AP World History course provides a perspective and understanding of history as a foundation which students can analyze the complexities of today's global interdependency. It investigates the interactions and events of human histories in a balanced worldly ecumenical approach. The basic parameters of our AP World History course are impacted by the four historical thinking skills; which are outlined in the course descriptions provided by the College Board.

The course outcomes allow students to think critically and metacognitively to be fully engaged in the learning process. The course will be broken down on units of study based on historical *periodization*. AP World History will use the approach of analyzing global events and interactions from the foundations of history to present. The primary goal of the course is to provide a student-centered learning environment and engage the student in a comprehensive curriculum. The culminating objective is for students to demonstrate a complete picture of world history. It is expected that students who want to take the AP exam will be prepared for that challenge.

## Required Materials:

*Bring these to class every day!*

- College ruled spiral notebook
- Medium 3-ring binder
- Black or blue pen
- Highlighters: blue, pink, yellow, AND green
- Notecards

## The Five Themes of AP World History

AP World History highlights five overarching themes that should receive approximately equal attention throughout the course beginning with the Foundations sections. The themes serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework.

- **Theme 1-** Social Interaction between humans and the environment
- **Theme 2-** Development and Interaction of Cultures
- **Theme 3-** State-Building, expansion and interactions of Economic Systems
- **Theme 4-** Creation, expansion and interactions of Economic Systems
- **Theme 5-** Development and transformation of social structures

## The Four Historical Thinking Skills

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Analysis of historical information requires awareness of names, chronology, facts and events. Devoid of factual and detailed information, historical thinking is not likely. The four Historical Thinking Skills listed below provide a solid foundation for thinking historically.

1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

## Course Outline

The course will have six basic units:

Note: *All Time is approximate. The teacher can adjust the schedule at any time.*

1. Foundations- 8000 - 600 B.C.E. (Technological and environmental transformations) 5% 2 weeks
2. 600 B.C.E. - 600 C.E. (Organization and reorganization of societies) 15% 3 weeks
3. 600-1450 (Regional and Trans-regional interaction) 20% 7 weeks

4. 1450-1750 (Global interactions) 20% 7 weeks
5. 1750-1900 (Industrialization and Global Integration) 20% 7 weeks
6. 1900- Present (Accelerating Global change and Re-alignment) 20% 7 weeks

## Main Textbook

Phipps, Sheila, Monty Armstrong, Patrick Whelan, and Richard W. Bulliet. Boston: Houghton Mifflin, 2008. Print.

## Document Reader

Andrea, Al and Overfield, James. *The Human Record: Sources of Global History*, 4<sup>th</sup> ed. Vols 1&2. Boston: Houghton Mifflin, 2001.

## Course Schedule

### Period 1: Technological and Environmental Transformations to 600 B.C.E. (2 weeks)

#### Key Concepts:

1.1- Big Geography and the Peopling of the Earth

1.2- The Neolithic Revolution and Early Agricultural Societies

1.3- The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

#### Topic for Discussion

- Comprehend factors contributing to formation of complex societies including role of Geography, migration, agricultural technologies and metallurgy.
- Understand the impact of the formation of complex societies on social structure, writing systems and political structure.
- Compare the rise of complex societies in different areas and change and continuities in major world belief systems.
- Understand the impact of migration including but not limited to Indo-European, Bantu, and Polynesian peoples.

#### Supplemental Readings (such as but not limited to):

- Epic of Gilgamesh
- The Judgment of Hammurabi
- Popol Vuh
- Late Shang Divination Records
- Advice to a Egyptian □ Be a Scribe

#### Special Focus and student activities

Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa

#### Collaborative Group Work

Students will analyze how geography affected the development of politics, interactions, belief systems, arts/architecture, technology, and social structure in the earliest civilizations in:

- Mesopotamia
- Egypt
- South Asia
- East Asia
- Mesoamerica
- Andes

Each group will examine a different civilization then compare findings with a new group where each student examined a different civilization.

- Activity: using the textbook and the internet, students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia.

## **Period 2: Organization and reorganization of Human Societies, 600 B.C.E to 600 C.E. (3 weeks)**

### **Key Concepts:**

- 2.1- The Development and Codification of Religious and Cultural Traditions
- 2.2- The Development of States and Empires
- 2.3- Emergence of Trans-regional Networks of Communication and Exchange

### **Topic for Discussions**

- Codification of laws
- Gender Roles in Classical Societies
- Similarities and Differences and Reasons
- Impact of Trade and Trade Routes
- Changes/Continuities in belief system
- Techniques in imperial administration
- Reasons for decline of empires- internal and external
- Reflection of cultural values/beliefs as expressed in art

### **Supplemental Readings (such as but not limited to):**

- Ban Zhao
- Book of Ruth- Old Testament
- Penal Servitude in Qin Law
- Asoka- Edicts

### **Special Focus**

- World Religions
- Animism focusing on Australasia and Sub-Saharan Africa
- Judaism and Christianity
- Hinduism and Buddhism
- Daoism and Confucianism
- Developments in Mesoamerica and Andean South America: Moche and Maya
- Bantu Migration and its Impact in Sub-Saharan Africa
- Transregional Trade: the Silk Road and the Indian Ocean
- Developments in China—development of imperial structure and Confucian society

### **Student Activities**

- Writing a Comparison Essay - Methods of political control in the Classical period, student choice of two Han China, Mauryan/Gupta India, Imperial Rome, Persian Empire
- Writing a Change and Continuity over Time Essay -- Political and Cultural Changes in the Late Classical Period, students choose China, India, or Rome
- Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires
- Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes

## **Period 3: Regional and Trans-regional Interactions, c. 600 C.E. to 1450 (7 weeks)**

### **Key Concepts:**

- 3.1- Expansion and Intensification of Communication and Exchange Networks
- 3.2- Continuity and Innovation of State Forms and Their Interactions
- 3.3- Increased Economic Capacity and Its Consequences

### **Topics for Discussion**

- Empires
- Survival from classical period vs. rise of new empires
- Impact of migration and nomadic invasion
- Revival of trade routes

- Spread of technology, goods, religion, disease
- Changes in urbanization
- Change and continuities in labor systems
- Impact of trans-regional conflict
- Cultural syncretism
- The Americas

**Supplemental Readings (such as but not limited to):**

- The Koran and the Family
- Feudalism: Contemporary Descriptions and the Magna Carta
- East Africa and Arab Traders
- Tribute Under the Aztecs
- Merchants and Trade: Sources and Comparisons
- The Crusades: Christians and Muslim Views
- Genghis Khan: The Rise of the Mongols
- The Rise of the Samurai
- Valor and Fair Treatment

**Special Focus**

- Islam and the establishment of empire
- Polynesian Migrations
- Empires in the Americas: Aztecs and Inca
- Expansion of Trade in the Indian Ocean—the Swahili Coast of East Africa

**Student Activities**

- Comparison Essay—Compare the political, economic, social structure and belief systems of Aztecs and Incas.
- Students will evaluate the causes and consequences of the spread of Islamic empires
- Students will compare the Polynesian and Viking migrations
- Comparison Essay--Effects of Mongol conquest and rule, students choose two: Russia, China, Middle East
- Writing a Change and Continuity over Time Essay: Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE-1450 CE
- Experiencing a Formative Assessment—Students will look at periodization and evaluate whether 600 CE or 700 CE is a better starting date for the postclassical period.

**Period 4: Global Interaction, 1450 to 1750 (7weeks)**

**Key Concepts:**

4.1- Globalizing Networks of Communication and Exchange

4.2- New Forms of Social Organization and Modes of Production

4.3- State Consolidation and Imperial Expansion

**Topics for Discussion**

- Globalization
- Transoceanic contacts, technological innovation, agricultural diffusion
- Increase in intensification of trade, Diaspora
- Changes and continuities and labor systems
- Religion: reformation and syncretism
- Formation of new socio-political hierarchies
- Rise of new empires
- Enlightenment and Scientific Revolution

**Supplemental Readings (such as but not limited to):**

- Bartolomeu de Las Casas, From Devastation of the Indians
- Olaudah Equiano, Slaved Captive
- Akbar and Religion- Badq'um

- Luther, Law and the Gospel: Princes and Turks
- Proclamations of Hongwu
- Galileo Galilei: Letter to the Grand Duchess Christina
- Diaz- The Conquest of New Spain
- Nzinga Mbemba, Appeal to the King of Portugal

### Special Focus

- Three Islamic Empires: Ottoman, Safavid, Mughal
- Cross-Cultural Interaction: the Columbian Exchange
- The Atlantic Slave Trade
- Changes in Western Europe—roots of the □ Rise of the West

### Student Activities

- Writing a Comparison Essay-- Processes of empire building, students compare Spanish Empire to either the Ottoman or Russian empires
- Writing a Change and Continuity over Time Essay--- Changes and Continuities in trade and commerce in the Indian Ocean Basin 600-1750.
- Parallel Reading—Guns, Germs, and Steel by Jared Diamond—Collision at Cajamarca pgs. 67-81. Students will consider and evaluate Diamond’s argument of the manner in which Pizarro took over the Inca’s and discuss through a Socratic Seminar.

## Period 5: Industrialization and Global Integration, 1750-1900 (7weeks)

### Key Concepts:

- 5.1-Industrialization and Global Capitalism
- 5.2- Imperialism and Nation-State Formation
- 5.3- Nationalism, Revolution and Reform
- 5.4- Global Migration

### Topics for Discussion

- Industrialization and the impact on family structure, environmental consequences and transformation of capital and finance, dependence of non-industrialized nations.
- Imperialism-Colonialism and transoceanic empires, social ideologies, exploitation of labor and resources.
- Revolution, reformation, and nationalism
- Impact of the enlightenment
- Nationalistic identity and economic independence
- Changes and continuities in social structures
- Decline of empires
- British Colonization of Australia.

### Supplemental Readings (such as but not limited to):

- Karl Marx and Fredrich Engels, The Communist Manifesto
- Toussaint L'Ouverture, Letter to the Directory
- Rudyard Kipling- White Man’s Burden
- John Henry Coatsworth- Economic Trajectories in Latin America
- Lin Zexu- Letter to the Queen
- Fukazawa Yokkaichi- Goodbye Asia
- Olympe de Gouges Declaration of the Rights of Woman and the Female Citizen

### Special Focus

- Decline of Imperial China and the Rise of Imperial Japan
- 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia, U.S. imperialism in Hawaii.
- Comparing the French and Latin American Revolutions
- Changes in Production in Europe and the Global Impact of those Changes

## Student Activities

- Writing a Comparison Essay- Comparing the roles of Women from 1750 to 1900—East Asia, Western
- Europe, South Asia, Middle East
- Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere
- •Students will analyze political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period.
- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas.
- Students will analyze demographics by see the connection between industrialization and urbanization
- Students will read diverse historical interpretations regarding imperialism utilizing *Things Fall Apart* by
- Achebe, *The White Man's Burden* by Rudyard Kipling and *The Tools of Empire: Technology and European*
- *Imperialism in the nineteenth century* by Headrick. Students will compare Headrick's argument as a historian
- to the two literary approaches.

## Period 6: Accelerating Global Change and Realignment, 1900- Present

### Key Concepts:

6.1- Science and the Environment

6.2- Global Conflicts and Their Consequences

6.3- New Conceptualizations of Global Economy, Society and Culture

### Topics for Discussion

#### ➤ Global conflict

- Impact of World Wars
- Anti-colonial movements
- Military technology
- Dissolution of empires

#### ➤ Science

- Medical advancements
- Impact of world population
- Communication and economic-social impact
- Environmental awareness/sustainable development

#### ➤ Economics

- Consumerism
- Global interdependence
- Shifting of economic power

### Supplemental Readings (such as but not limited to):

- China's One-Child Policy
- Gorbachev's Collapse of the Soviet Union
- Kwame Nkrumah on African Unity
- All Quiet on the Western Front
- The Zionist and Arab Cases
- Gandhi's Hindu Swaraj
- Iris Chang: The Rape of Nanking

### Special Focus:

- World War I and World War II: Global Causes and Consequences
- Activity—Skill Development » Students will identify and analyze the causes and consequences of the
  - global economic crisis in the 1930s
  - Development of Communism in China, Russia, and Cuba
  - Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations
- **Student Activities**
- •Writing a Comparison Essay Comparing the political goals and social effects of revolution in: China, Russia, Mexico: Students choose two
- Writing a Change and Continuity over Time Essay: Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia, or Latin America
- Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
- Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class

### Essay Writing

Throughout the course students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. During first semester the focus will be on the development of essay writing skills via time spent on essay writing workshops utilizing the following format in essay development:

**Introductory Paragraph**—3 to 4 sentences, ending with thesis statement

Thesis Statement-what does it need to include?

- Time period
- Region (s)
- The answer to the prompt

Organization of **Body Paragraphs**—

- 1) Topic Sentence—this can be general since the thesis contains specificity
- 2) General Assertion—identifies one aspect of thesis, i.e. a change, a difference, etc.
  - a. Support evidence/examples—Be specific
  - b. Analysis-explain cause and / or effect
- 3) General Assertion—identifies one aspect of thesis, i.e. a change, a difference, etc.
  - a. Support/evidence/examples—Be specific
  - b. Analysis-explain cause and / or effect

(Repeat format as necessary)

- 4) Concluding Sentence

**Concluding Paragraph**

(3-5 sentences)

Start by restating (rephrased) thesis in its entirety

Essay writing workshops will include group discussion utilizing example essays, self-evaluation, and peer evaluation

### Primary Source Document Notebook Assignment

Throughout the first semester students will have the opportunity to develop and enhance their skills at interpreting, summarizing, and analyzing primary source material including documents, maps, charts &

graphs, and visuals. The ability to comprehend and analyze primary sources will first be practiced in large group and small group discussion then in individual primary source assignments that students will summarize and analyze and placed in a Primary Source Notebook which will be graded quarterly.

*Directions for Primary Source Write-ups:*

READ the document or STUDY the data or visual. Then write a summary (the MAIN point or points) of the document. This summary should be a brief paragraph and should highlight the main gist of the source in the student's own words. The analysis of the source will be contained in a separate paragraph and should include:

- Historical Context—where the source fits in the framework of history
- AP themes that the source addresses. Students will be required to identify where and explain how the source addresses that theme. Students will identify as many themes as they can find but then evaluate those themes and only include what they consider to be the two most prominent themes.
- Point of View—here students must consider
  - point of view of the author
  - the type of document and / or tone of the source
  - purpose and / or intended audience

This skill will be developed throughout much of the first semester using class discussion and partner discussions with the end goal that all students will understand how to analyze the overall point of view of a source and be able to discuss how that point of view may affect the source by the end of first semester.

Some of the sources used for these exercises include:

- Tacitus fro Germania
- Female figure from Catalhuyuk (visual)
- Graph—world population 3000 BCE-1500 CE
- The Code of Hammurabi
- “Be a Scribe”
- The Writings of Han Fei
- Asoka, Rock and Pillar Edicts
- Pericles Funeral Oration
- Shi Huangdi’s Terracotta Army (visual)
- Fu Xuan, How Sad it is to be a Woman
- Live, History of Rome
- Procopius from On the Buildings and The Secret History
- Shield Jaguar and lady Xoc: A Royal Couple of Yaxchilan (visual)
- Xuanzang, Record of the Western Region
- Einhard, The Life of Charlemagne
- Ibn Battuta, Travels in Asia and Africa
- Kitabatake Chkafusa, The Chronicle of the Direct Descent of Gods and Sovereigns
- The Chronicle of Novgorod
- William of Rubruck, Journey to the Land of the Mongols
- World Population Growth 1000-2000 (graph)

Students will continue to practice their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ essays. After introducing the concept of the DBQ to the students via



roundtable discussion and practice writing of thesis statements and individual body paragraphs, students will write DBQ essays that include written and visual sources as well as maps, charts, and graphs.

## **Assessments**

1. *Homework*- Assigned reading, map analysis, essay writing
2. *Quizzes*- From readings in Phipps, Sheila, Monty Armstrong, Patrick Whelan, and Richard W. Bulliet. Boston: Houghton Mifflin, 2008. Print..
3. *Tests*- After the completion of chapters or units.
4. *DBQ, Change-Over Time/ Continuity, Comparison Essays and projects*

*Final Examination*- Student will take a time final exam modeled after, and congruous to, the National AP World History Examinations given for college credit

**\*\*2016 AP World History Exam will occur on Thursday, May 12. A score of 3 or higher may earn college credit.**

## Exam Attendance Policy

- ⇒ Students enrolled in AP MUST sit for the examination at the end of the school year even if the examination is administered after graduation or after the end of the school year. **If a student fails to sit for the exam, he or she is responsible for paying the test administration fees. GPA will also be adjusted to reflect 1.0 weight instead of 2.0 weight.** The only viable reason for missing an examination would be a clearly documented case of illness or bereavement.
- ⇒ Exam fees – AP: \$91

## Classroom Policies

**Students WILL have some type of assignment for this class each day**, including weekends and non-class days. It may be working on their notebook, doing some assigned reading, reviewing for a test, or it may be a more formal assignment. As a general rule of thumb, college classes demand two to three hours of work outside class for each hour spent in the classroom. You should expect that your work is going to take about one to three hours each day of the week (7-21 hours per week, every week).

NOTE: **Late homework is not accepted.**

### I. Classroom Conduct and Class Participation

Students are expected to come to class on time, with all necessary materials, and prepared to work. “On time” means that all students are in their seats and ready to begin the day’s work when the bell rings. As a standard rule, students are not allowed to leave the classroom during class without a hall pass, and the hall pass is only for emergencies.

#### A. Conduct:

- Come to class prepared - prepared to pay attention and to participate. You are responsible for your own learning. Do not do things that will distract you or others from the learning in the class.
- Use your time wisely. If you are given time to work on assignments, do it!
- Treat this classroom, as well as the entire school, like your home. – It is, for a great part of your day. Pick up after yourself, help put things away, and keep it neat and clean. This room is where I spend much of my day. I expect that you will treat the room and its contents with respect. Many of the items for your use are my personal property.
- In the rare event that a substitute is present, I expect you to be as respectful and cooperative as you are when I am in class. Substitutes will collect all homework and in-class assignments. These assignments will be graded.
- Make-Up Policy: As per Broward County School Board policy, you will have 2 school days for every 1 absence to make up missed work, not including the day of return. If an assignment was given prior to the absence, it will be due **ON THE DAY OF RETURN**. It is your responsibility to stay up-to-date on classwork, homework, or projects. I will not hunt down absent work! After the 2 school days, if the work is not turned in it will result in a “zero.”
- Late Work – Students can turn in late work 1 day late, for half credit. After 1 day past the due date, no late assignments will be accepted for credit.

- Food & Drink – Food and drinks (other than water) are not permitted in my classroom. Students will first be given a warning, then a 1-hour detention.
  - Tardies – You are expected to be in your seat when the bell rings. If you are late to class, you will receive a tardy. Three tardies = 1 hour detention.
  - Cell Phones/iPods/electronic devices – The School Board of Broward County's policy is that personal electronic devices are to remain turned off and out of sight during class. Any unauthorized device being used in class will be confiscated until the end of class. If the issue persists, cell phones will be turned into the grade level administrator.
  - Passes out of the classroom – Students will receive 3 passes at the beginning of each quarter to leave class for reasons such as going to the water fountain, going to the restroom, going to another classroom, etc. Unused passes can be redeemed at the end of each quarter for 3 bonus points each.
- \*\*Students with medical note will be exempt from policy.

When one or more of these class policies is broken, the consequences are as follows:

1. Warning
2. Student/Teacher conference
3. Parent phone call
4. Detention
5. Referral

#### B. Participation

1. Students are expected to actively participate in classroom discussions. Discussions provide time for students to think through their ideas and to learn from the ideas of others.
2. Be courteous to others during all discussions. Raising your hand to speak is not necessary, just wait until the person speaking is finished.

NOTE: Conduct and participation makes up 7 % of your quarter grade. Violations of conduct rules, tardiness, as well as failing to participate will influence this portion of your grade.

## II. Assignments and Tests

### A. Assignments

1. Homework is due at the beginning of class, so do not plan to finish it during class. Late homework will not be accepted unless you have an excused absence. If you miss class because you are late to school, then it is your responsibility to give it to me before the end of the day. If you miss class because you are being dismissed early, then it is your responsibility to give me the assignment(s) before you leave.
2. Assignment due dates are listed in the assignment calendar. Late assignments will not be accepted. You know well in advance when an assignment is due so plan accordingly.
3. Written assignments are to be written, not typed or done on a word processor, on white lined paper (8 ½ x 11) with your name, date and class period in the upper right corner. Use filler paper since these assignments will be added to your portfolio notebook. Assignments turned in on paper torn from a spiral notebook, or on any other type of paper will not be accepted. Use blue or black ink. I will not read assignments written in orange, pastel colors, or any other strangely colored inks. - Take pride in your work.

4. I will not accept any assignments via e-mail for any reason.

#### B. Tests and Reading Quizzes

1. Test dates are listed in the assignment calendar. Reading quizzes are not announced, but are given several times each week. Plan your studying accordingly.
2. The ink rules from above apply to tests. Reading quizzes are generally multiple choice and are done on a Scantron sheet with pencil.
3. Tests may be made up only due to absence. Make-up tests are given at a date and time of my choosing, but within one week of the original test date. This is the **ONLY** opportunity for a make-up test.
4. You may be excused from taking a scheduled test IF you have been absent two or more consecutive days before the test. Cutting class, late to school, early dismissals do not count as an absence from school.

#### Grading Policy

Quarter grades in this course are weighted as follows:

- |                                   |       |
|-----------------------------------|-------|
| ➤ Tests                           | = 40% |
| ➤ Homework and skills lessons     | = 8%  |
| ➤ Reading Quizzes                 | = 15% |
| ➤ Essays (average of all)         | = 20% |
| ➤ Class notebook and class binder | = 10% |
| ➤ Class participation and conduct | = 7 % |

#### Jupiter Grades

Students grades may be accessed at any time online at [www.jupitergrades.com](http://www.jupitergrades.com) Please allow at least a week for me to input assignments into JupiterGrades.

#### Supplies

*Bring these to class every day!*

- College ruled spiral notebook
- Medium 3-ring binder
- Black or blue pen
- Highlighters: blue, pink, yellow, AND green
- Notecards

#### \*Academic Dishonesty

Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. **Anyone who cheats or plagiarizes will receive a "0" for the assignment and be referred to the grade level administrator.**

Turnitin.com will be used for the submitting of all essays and projects.

#### Contact Information

I can be contacted via email at [krudd@pinescharter.net](mailto:krudd@pinescharter.net). If you would like to schedule a conference please contact the guidance department at 954-538-3700. I look forward to a great year!

I have read pages 10-12 of the AP World History syllabus carefully and understand the course requirements and procedures set forth by Mrs. Rudd.

\_\_\_\_\_  
Printed name of student                      Student Signature                      Date

\_\_\_\_\_  
Printed name of Parent/Guardian                      Parent Signature                      Date

\_\_\_\_\_  
Parent/Guardian Email                      Parent/Guardian phone number

Please note any other questions, academic concerns, or allergies:

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