

# **Advanced Placement World History Student Handbook**

North Cobb High School  
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2015-2016

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## Welcome to AP World History!

Hello, and welcome to AP World History! Over the next eighteen to fifteen weeks (depending on whether or not you're taking this course during Fall or Spring semester), we're going to explore more than ten thousand years of human history, examining some of the biggest questions and themes which have influenced humans for millennia.

This is not a class where you are expected to merely memorize names and dates and battlefields-- instead, you will be expected to develop your analytical skills by reading primary and secondary sources for both information and interpretation. You will also be expected to put those skills to the test by using logic and your chronological knowledge to put global events in context across regions and systems. This is a course where you must learn to think broadly, to recognize patterns in historical processes, and to identify the causes and consequences of events.

While this course is going to demand a lot from you, it is my hope that it is also a course which you will find to be useful in helping you to make connections between the past and current events and policy, ultimately leading you to make more informed and thoughtful decisions in your lives as engaged citizens of the world. There is often a perception that, as a discipline, the study of history lacks the immediate relevance of other areas of study, such as math or science. I most emphatically disagree with this view. For me, history is something which provides a context for our everyday lives and helps to answer the inevitable questions of why the world today is the way it is, and how we can potentially make changes in the future. As William Faulkner rightly noted, "The past is never dead. It's not even past."

I look forward to an exciting and challenging semester with you all. While you will undoubtedly be challenged by the content and rigor of this course, it is my hope that you will also find yourself to be immensely rewarded by the experience. Please feel free to contact me with any questions or concerns you might have regarding this course or its content. I look forward to your success!

Thank you, and happy studying,

Ms. Galloway

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# **SECTION 1: Course Information and Expectations**

## **Introduction and Overview**

Advanced Placement World History is a rigorous course designed to prepare students for intermediate and advanced college courses. This AP World History course will, therefore, make demands similar to those of full-year college survey courses. Students will develop a greater understanding of the evolution of global processes and contacts in different types of human societies.

This course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. For example, students can count on having to read sixty pages and completing anywhere from four to six hours of homework every week. Daily activities focus on the mastery of a selective body of factual knowledge and the development of analytical skills required for success on the AP World History examination. Critical writing and thinking skills are developed through the evaluation of primary and secondary sources, oral presentations, and critical reading.

Each year in May, the College Board offers a comprehensive exam on World History which students may choose to take in order to potentially be certified by the College Board for college credit, depending on their score and the policies of the university student apply to. Students are not required to take the exam and their course grade is in no way associated with the exam or their results, although I very much encourage them to do take the College Board exam if at all possible.

## **Course Structure**

Given that this course is meant to have the same standards and content as a survey-level college course, the pace of this class is going to be quite swift. Thus, the class is organized into six chronological units, during which students will study the characteristics, transformations, and interactions of major world civilizations. During each unit of study, students can expect to have one reading quiz over the assigned textbook material, and one summative unit test over the assigned reading, in-class lectures, and material from simulations, class discussions, and other activities. After the first unit of study, students can expect at least one in-class essay every two weeks.

### ***Daily Structure***

Class starts at the bell, and being tardy is not acceptable. All materials-- homework, long-term projects, and essays-- are all due when the tardy bell rings, NOT at the end of class. Instructions on what should be turned in or what the initial activity will be are generally up on the projector before class starts; I expect that students will check the board immediately upon entering the classroom and will take care of any necessary business before the bell rings. Students can expect at least some part of every class meeting addressing content in some manner, be it lecture or activities. All reading quizzes will take place during the first half hour of class. Unit tests will take a full class period.

### ***Semester Plan***

Please note that this is only a general plan of the pace of this course, and will likely change as the

semester progresses. If you are taking the course Spring semester, know that our pace will be accelerated by about two weeks.

<p><b>Week 1: Unit One and Intro</b></p> <p>Early humans, Neolithic revolution, development of civilization, Mesopotamia, Egypt.</p> <p><i>Major assessments:</i></p> <p>Summer Reading Quiz Reading journal</p>	<p><b>Week 2: Unit One</b></p> <p>Indus River Valley, early Chinese dynasties, early American civilizations.</p> <p><i>Major assessments:</i></p> <p>Unit One Test</p>	<p><b>Week 3: Unit Two</b></p> <p>Early sub-Saharan Africa, classical China, classical India.</p> <p><i>Major assessment:</i></p> <p>None</p>	<p><b>Week 4: Unit Two</b></p> <p>Classical era belief systems, Persia, classical Greece, Roman republic.</p> <p><i>Major assessment:</i></p> <p>Unit Two Reading Quiz In-class essay</p>	<p><b>Week 5: Unit Two / Three</b></p> <p>Roman empire, Umayyad and Abbasid caliphates, Sudanic kingdoms and empires.</p> <p><i>Major assessment:</i></p> <p>Unit Two Test</p>	<p><b>Week 6: Unit Three</b></p> <p>Southern African kingdoms, Swahili coast, Pacific migrations, Sui and Tang dynasties.</p> <p><i>Major assessments:</i></p> <p>In-class essay</p>
<p><b>Week 7: Unit Three</b></p> <p>Song and Yuan dynasties, Mongol khanates, Byzantine empire, Kievan Rus.</p> <p><i>Major assessment:</i></p> <p>Unit Three Reading Quiz</p>	<p><b>Week 8: Unit Three</b></p> <p>European Middle Ages, American empires.</p> <p><i>Major assessment:</i></p> <p>Unit Three Test In-class essay</p>	<p><b>Week 9: Unit Four</b></p> <p>Australasia, early modern sub-Saharan Africa, Ottoman empire, Safavid empire.</p> <p><i>Major assessment:</i></p> <p>None</p>	<p><b>Week 10: Unit Four</b></p> <p>Mughal empire, Ming and Qing dynasties, Tokugawa shogunate.</p> <p><i>Major assessment:</i></p> <p>In-class essay</p>	<p><b>Week 11: Unit Four</b></p> <p>Russian empire, European Renaissance and Reformation, age of exploration and conquest.</p> <p><i>Major assessment:</i></p> <p>Unit Four Reading Quiz WebQuest</p>	<p><b>Week 12: Unit Four / Five</b></p> <p>Slavery and the Atlantic world, colonial Latin America, American revolution, French revolution.</p> <p><i>Major assessment:</i></p> <p>Unit Four Test</p>
<p><b>Week 13: Unit Five</b></p> <p>Haitian revolution, Latin American revolutions, Industrial revolution.</p> <p><i>Major assessment:</i></p> <p>In-class essay WebQuest</p>	<p><b>Week 14: Unit Five</b></p> <p>Labor and industry, nineteenth century migrations, imperialism in Africa and India.</p> <p><i>Major assessment:</i></p> <p>WebQuest In-class debate</p>	<p><b>Week 15: Unit Five</b></p> <p>Imperialism in east Asia, Meiji restoration, European nationalism, beginning of WWI.</p> <p><i>Major assessment:</i></p> <p>Unit Five Test In-class essay</p>	<p><b>Week 16: Unit Six</b></p> <p>World War I, Russian revolution and the USSR, World War II.</p> <p><i>Major assessment:</i></p> <p>Unit Six Reading Quiz In-class essay</p>	<p><b>Week 17: Unit Six</b></p> <p>End of WWII, Cold War, decolonization and neocolonialism, globalization.</p> <p><i>Major assessment:</i></p> <p>Unit Six Test</p>	<p><b>Week 18: Review and Exams</b></p> <p>Course review and final exams.</p> <p><i>Major assessments:</i></p> <p>Review project Final paper Final exam</p>

## ***Inclement Weather and Emergencies***

In the case of inclement weather or emergency circumstances leading to school cancellations, students will be expected to access the class website and check for assignments and instructions, which will be posted by 10:00 AM for each day of school cancellation, if at all possible. Students can expect each daily distance learning assignment to take at least one hour to complete, and the assignment will be due when classes resume.

If there are no instructions posted, or if a student cannot access the class website due to a lack of power or Internet access, students will be expected to do some level of make-up work upon their return to school in order to keep the course moving forward at a reasonable pace.

In order to keep up with school cancellations-- particularly during Spring semester-- I suggest that students and their parents or guardians regularly check the Cobb County School District's website (<http://www.cobbk12.org>), or follow the CCSD on Twitter ([@CobbSchools](https://twitter.com/CobbSchools)).

## **AP World History Exam Basics**

The Advanced Placement World History exam is written and executed by the College Board, which is a nationally recognized for-profit educational company. Students can register to take any of the thirty-six course exams that the College Board offers every May, and depending on their scores, can receive college credit or accelerated placement upon their enrollment in a university. All AP exams (with the exception of Studio Art) include multiple choice and free-response portions.

The AP World History exam is divided into two broad portions. The first section is comprised of seventy multiple choice questions with four possible answers each, timed at fifty-five minutes. This section is worth 50% of a student's score on the exam.

The second section is comprised of three free response questions: a document-based question (DBQ) timed at fifty minutes, a comparative essay timed at forty minutes, and an essay examining change and continuity, again timed at forty minutes. All three essays combined make up 50% of a student's score. All essays are scored on a 1 to 9 point scale.

Depending on how a student performs on their exam, they can earn a score from 1 to 5, which is the College Board's certification of a student being "qualified" to do solid college-level work in an entry level class. The scores look like this:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

Ultimately, whether or not a student receives college credit for a given score is the decision of the university which a student attends, but taking AP-level classes and exams are an excellent way to show an emphasis on academic rigor and a willingness to take on significant challenges.

This year, the AP World History exam will take place on **Thursday, May 12, 2016 at 8:00 AM**. AP scores are generally available for students to view during early July.

## **Grading Policy**

Assignments in AP World History fall into the following categories:

Tests/Quizzes	40%
Essays/Projects	25%
Homework/Daily Work	20%
Student Learning Objective	15%

I update grades in Synergy at least once every two weeks, and usually more frequently than that. Some assignments, such as essays and tests, take longer for me to grade, so please don't panic if you don't see your essay or test grades in the gradebook immediately; they'll be in there eventually, I promise.

And just to clear up a few things at the start of the semester-- I do not curve tests, I do not offer bonus points, and I do not change grades. I occasionally offer additional assignments which can help to mitigate less than awesome grades, but these are not transferable points to be "added on" to other assignments.

### **Tests**

As this is a course meant to mimic a college-level course, tests are heavily weighted. There are six unit tests throughout the semester, each weighted once in the test category. Tests are designed to mimic the AP World History College Board exam as closely as possible, which means that they are comprised of a multiple choice section with seventy questions, timed at fifty-five minutes, and a short answer question. Many of the test questions are released questions, meaning that they were used in an APWH College Board Exam at some point, and thus are the property of the College Board. In order to be allowed to use these questions to help students prepare for the upcoming AP exam, I cannot let students take copies of the test out of my classroom. Thus, if a student would like to look at what questions they missed on a given test-- which I strongly suggest they do-- they will need to set up a time to come and look at the test in my classroom. I keep all students' individual test papers on file until the end of the year.

In order to be able to judge how students are progressing in their retention of material, I also include some questions from the unit's reading quiz in every unit test. Thus, if students have worked to correct their quizzes, their test scores generally improve. Unit tests are not eligible for correction.

In order to study for tests, I suggest that students review their notes and reading every day, rather than try to cram before a test. Additionally, it may be helpful for students to use an AP World History practice book like *Five Steps to a 5* to become more familiar with the types of questions that are likely to appear on tests. Additionally, study guides for each unit are available on the class website, and there are also review podcasts which I record for students who may not be able to make it to study sessions.

## Quizzes and Quiz Corrections

Students will have one reading quiz for each unit, totaling six for the semester. While they are part of the same category as tests, quizzes weigh less than tests in the grading category-- a quiz is only worth half of what a test is worth. With the exception of the first reading quiz which will be over the summer reading assignment, all unit reading quizzes will be over the assigned textbook reading for the whole unit and will be comprised of thirty multiple choice questions, timed at thirty minutes. As with tests, in order to maintain security and the integrity of the reading quizzes, I require all corrections-- with the exception of Unit One-- to occur in my classroom before or after school.

All reading quizzes are eligible for quiz corrections, and students can make up to half of all the points missed on their quiz back through proper corrections. (That is, if a student earns a 50% on the quiz, he or she can correct the quiz and raise their grade to a 75%.) It is a very good idea to take advantage of this opportunity, as quiz scores can have a significant effect on the overall grade of students in AP World History. Additionally, it is not uncommon for quiz questions to show up a second time on unit tests. Students may NOT correct unit tests. Students will have five school days to correct their quizzes from the time their graded quiz is returned to them.

When correcting quizzes, it is not enough to simply identify the correct answer. Students will be expected to write-- on a separate piece of paper-- what their initial answer was, and a reason why they missed the question. Then, they must find the correct answer, and explain why it is correct. This does involve a fair bit of work, but one of the most important reasons for students to correct their quizzes is for students to understand why a previously chosen answer is *incorrect*, in order for students to be able to identify problematic habits and patterns of thought. For example, a student might notice that she failed to read the question correctly, or misunderstood a term or phrase. By identifying why she missed the question in the first place, hopefully the student will avoid similar errors in the future.

In a similar vein, it is also important for students to understand the logic behind a question and its answer, rather than simply memorizing certain facts as correct. AP World History is a class which requires complex thought and high levels of analysis; hopefully, by correcting quizzes in a thoughtful way, students will be able to be more successful on future quizzes, unit tests, and--eventually-- the AP exam.

In order to correct your quizzes, please organize your paper in the following way:

---

Student Name  
Class Period  
Date

### Unit X Quiz Corrections

3. Original Answer: C. The Hittites.

This answer is incorrect because.... AND/OR I missed this question because....

Correct Answer: B. The Phoenicians.

This answer is correct because....

Your corrections MUST contain an analysis of both your original answer and the correct answer in order to receive any credit. When you turn your completed quiz corrections in to the box on the front table of the classroom, please staple your answer sheet or original quiz to your corrections, or they will not be counted.

### **Essays**

This is a writing-heavy course, and as such students can expect to write between six and nine in-class essays, and do extensive work on essays and peer-editing outside of class. This course will focus on writing essays with strong arguments and effective use of historical evidence in preparation for the three types of essays students will be expected to write during the AP World History exam. Students will learn to write comparative essays, document-based questions (DBQs), and essays examining the changes and continuities for a region or system over time.

Because the essays on the AP exam will be timed, all in-class essays will be timed at between fifty and forty minutes, depending on the type of essay. In-class essays are handwritten on notebook paper, in blue or black ink only—no essays written in pencil will be accepted. Essays assigned for homework are to be typed in Times New Roman, 12pt. font and double spaced. For handwritten assignments, please keep in mind that your handwriting MUST be legible. You will not be able to translate for your AP grader, so it's best to get into the habit of writing neatly now.

### **Late Work Policy**

Homework is due in the class bin or turned in online (whichever is the standard for the assignment) at *the beginning of class*. If a student misses a class because they were late to school or dismissed early, then they are responsible for handing in their assignment the same day upon their arrival to school. Bringing an assignment to class on a flash drive or emailing it to me and expecting to be able to print it out does not mean it is “on time.” All class assignments MUST be printed prior to the start of class.

Any assignment not turned in on time may be turned in by the end of the next consecutive calendar day for partial credit (a 20% deduction from the initial grade). Please label any late work by writing “LATE WORK” in the top right hand corner of your paper before turning it in to the class bin. Please be aware that homework is not simply checked for completion; a late assignment could conceivably earn less than 50% if it is incomplete or lacking in quality.

## **Absences and Make-Up Policy**

As an Advanced Placement course, AP World History moves at an incredibly swift pace, which means that being absent can very well mean that a student might miss three Chinese dynasties or instructions on how to write a type of essay, or an in-class peer editing session. It is not impossible to make up this work, but it is certainly difficult. Therefore, if at all possible, I encourage students to try not to miss this class for dental or doctors' appointments, although I do recognize that sometimes circumstances require students to miss class.

In such cases, I adhere to Cobb County attendance policy. Any missed assignments may be made up if the absence is excused. If a student is absent, they should do the following:

1. Immediately check the class website and blog for any potential assignments.
2. Check the email address which they provided me at the start of the semester to see if I have shared any material or assignments with them.
3. Contact another student who is also taking AP World History to get the notes or other missed materials.
4. Upon returning to school, check the "What Did I Miss?" box for any handouts or returned work.

If a student is still confused about material they missed after doing all of the above, they should contact me only after they have exhausted all other resources. It is the student's responsibility to seek out the missed materials and complete all make-up work in a timely fashion; as this is course designed to mimic college-level rigor, I will not be hunting down students to insist that they keep up with missed work.

Students will have number of days stated by the Cobb County attendance policy to make up missed work. After that point, I will consider the work late and will deduct points as required.

That being said, there are always emergencies and circumstances which require flexibility. Students who are having difficulties in their attendance for one reason or another should make sure to communicate clearly and frequently with me in order to work out solutions.

### ***Scheduling Make-Up Tests or Essays***

If a student misses a major assessment such as a test or in-class essay, it is their responsibility to do the following:

1. Set up a time to take the missed assessment before or after school within no more than one (1) week. After that point, I will enter a 0% for the missed assignment to act as a reminder that the assessment needs to be completed before the end of the next grading period. After the end of the grading period, the 0% will stay as the student's grade.
2. After verbally confirming a make-up time with me, students should send me a confirmation email so that both of us have written records of the planned time for the make-up.

Make-up assessments should be completed as quickly as possible for several reasons: firstly, students tend to do worse on assessments the longer they wait, and secondly, I will not return the assessment in question to the rest of the class until everyone has taken it.

## **Tardy Policy**

Being on time to my class means that students are in my classroom and ready to start when the tardy bell rings. They are not “on time” if they are rounding the corner and sprinting down the hallway, or at the vending machine getting a snack, or across the hall talking to a friend. I will mark any and all students who are not in my room when the bell rings as tardy. Students who are tardy to first period will be sent to the front office to receive a tardy slip, indicating they were late to school. Excessive tardies may result in disciplinary action in accordance with North Cobb High School policy. Long story short: don't be late. I don't like it. It's rude.

## **Field Trips, College Tours, and School-Sponsored Absences**

Students who are planning on being absent for a school-sponsored activity (field trip, athletic or academic competition, leadership retreat, college tour, etc.) should inform me as soon as possible. I expect to receive any field trip permission forms two weeks before the stated event. I will not sign permission forms for students who are currently failing AP World History. Students are responsible for making up any and all missed work during school-sponsored activities.

## **Textbooks and Classroom Materials**

As noted above, AP World History includes a variety of readings from a college survey textbook and a collection of primary sources. Additional reading will be provided throughout this course.

### **Assigned Textbook**

*World Civilizations: The Global Experience*, 5<sup>th</sup> Edition, AP Edition.

Adas, Gilbert, Schwartz, and Stearns.

New York: Harper Collins, 2007.

### **Supplemental Textbook**

*AP World History: An Essential Coursebook*

Wood. New York: WoodYard

Publications, 2004.

Additionally, students will select ONE of the following books for a document analysis assignment during the latter half of the semester:

*Maus I: A Survivor's Tale* (Art Spiegelman)

*Cleopatra: A Life* (Stacy Schiff)

*Salt: A World History* (Mark Kulansky)

*Cod: A Biography of the Fish that Changed the World* (Mark Kurlansky)

*Genghis Khan and the Making of the Modern World* (Jack Weatherford)

*Collapse: How Societies Choose to Fail or Succeed* (Jared Diamond)

*Persepolis: The Story of a Childhood* (Marjane Satrapi)

*I, Rigoberta Menchú: An Indian Woman in Guatemala* (Rigoberta Menchú)

*Mendelssohn is on the Roof* (Jiri Weil)

*King Leopold's Ghost* (Adam Hochschild)

*Catastrophe: A Quest for the Origins of the Modern World* (David Keyes)

*A History of the World in Six Glasses* (Tom Standage)  
*The Swerve: How the World Became Modern* (Stephen Greenblatt)

In addition to the provided textbooks and outside reading assignments, I suggest that students-- especially those who are taking the class during the Fall semester-- invest in an AP World History study book, such as McGraw-Hill's *Five Steps to a 5*. I do have a supply of used study guides which students are welcome to check out on a first-come, first serve basis.

All students are expected to bring their Essential Coursebook, AP World History handbook (this document), a pen, notebook, and binder to class each time unless otherwise advised. Students will generally need the following supplies for class:

- Three-ring binder or spiral-bound notebook with pockets for handouts
- Notebook paper (college rule preferred)
- Black or blue pen
- Pencil with eraser

## Student Behavior Expectations

This course will require a high level of discussion and interaction between students and their peers, as well as interactions between students and their teacher. Because we will often be examining some of the most contentious issues in human history-- questions about the nature of man, civilization, war, peace, faith, gender, sexuality, family, ethnicity, racial constructs, economics, social hierarchies, and everything else in between-- it is almost inevitable that there will be a diversity of opinions in our class. And that is not a problem, but rather a virtue: by listening and responding to differing opinions, we allow ourselves to examine our own thoughts and feelings more deeply, as well as learning to appreciate and empathize with the experiences of others. Therefore, it is absolutely critical that students maintain a respectful, open, and curious mind in my classroom.

My class rules can be summed up as:

1. **Be ready.** Have everything you need for class on a daily basis, and be ready to begin working when the bell rings.
2. **Be respectful.** Your behavior should be open, accepting, and engaged. This means that you should be on time, practice active listening and discussion, and you should NOT be using your cell phone without permission.
3. **Be responsible.** As a college-level course, I expect that students will take responsibility for their own learning. While I am here to help and guide students, I am not here to hold their hand through every assignment and activity. Part of an academically rigorous environment is creating an environment where students can experiment and seek answers on their own, and I believe that students in an AP class should be able to engage in a significant level of problem-solving without constant assistance.

Students are expected to adhere to all Cobb County and North Cobb behavior guidelines. In the case of behavior violations, I follow all North Cobb and Cobb County policies, including parent-student-teacher conferences and administrative contact.

### ***Academic Honesty Policy***

All students are expected to abide by the Cobb County School District policies regarding academic honesty. **Any copied, shared, plagiarized, or otherwise dishonest work may receive a grade of 0% and will be handled via administrative counseling and parental contact. Students involved in the NCSIS may be placed on behavioral probation as a result of a violation of academic honesty, and may be removed from the program in the case of subsequent offenses.**

Unacceptable behaviors and violations of this policy include, but are not limited to, the following:

- Copying another student's work.
- Giving another student access to your work.
- Informing students of content that was present on a test when that student may be taking a test later in the day or a different day.
- Making up data or sources that do not exist.
- Using unauthorized materials, such as websites, cheat sheets, cell phones, cliff notes, cameras, which are not specifically approved by the instructor beforehand.
- Providing false information to a teacher or administrator during an inquiry related to academic integrity.
- Falsifying official documents such as parent notes.
- Plagiarism, which includes the following:
  - Copying content word-for-word from any source including, but not limited to, a website, a journal, a book, another student, etc.
  - Paraphrasing content from any source without giving proper citation of the source.

### ***Classroom Technology Policy***

Students will not have cellphones, tablets, or other personal electronic devices out during class without explicit permission. (For example, there may be activities where students are encouraged to use their own devices to look up information online.) All phones should be on silent-- NOT on vibrate or light-alert-- and should be in student's bags or purses, NOT in students' pockets. Unauthorized use of a cellphone or other device during class is an act of insubordination and will receive disciplinary action as such.

## SECTION 2: Communication and Assistance

While I expect students in an AP level class to be able to solve many of their problems, I am extremely aware that students are usually only in their second year of high school, and often need assistance in working through assignments, or simply in figuring out how to handle a rigorous class like AP World History. One of the most important things for students in a course like this, then, is to maintain good lines of communication with their instructor. I encourage students to ask questions in class, schedule times to come and discuss problems or questions with me before or after school, or to email me with questions they can't answer on their own. I also use my class website as a major means of communication and providing resources for students.

My contact information is as follows:

- **Email:** [carolyn.galloway@cobbk12.org](mailto:carolyn.galloway@cobbk12.org) or [cgalloway@nchsmagnet.com](mailto:cgalloway@nchsmagnet.com)
- **Work Phone:** (770) 975-6685 ext. 1312
- **Website:** <http://www.gallowayapworld.wordpress.com>

My planning period is generally fourth period, which means I'm best able to respond to emails or calls after 2:00 PM, assuming I don't have meetings or professional development commitments.

### Office Hours

I am in the classroom between 7:30 and 8:15 AM on Monday, Tuesday, Thursday, and Friday, and am available after school most days until 4:30 PM. Please check with me before coming in at any other time; I may have prior commitments, as I'm a faculty sponsor for Model United Nations, Humans for Humans, and Film Club. I also work on a number of other school committees, and so am often quite busy. I am also available via email, although any communications after 6:00 PM may not be addressed until the following morning. If you need to schedule a time to make up a test or essay, please let me know what day and time you intend to come, and send me a confirmation by email once we have agreed on a time. I will not hunt you down to make up assignments, so this is something you have to remember to do on your own.

### Email Expectations

While the tone of emails can and does shift depending on the sender, recipient, and context of the interaction, it is important for students to remember that online communications with their teachers-- myself included-- are formal and professional communications, and should be treated as such. I do not view email in the same vein as text messages, and therefore expect students to adhere to certain conventions. I receive many, many emails every day, and in order to handle all of the messages efficiently, it helps if I can anticipate all student emails having the following:

- A subject line (e.g., "Question about Japanese document homework.")
- A salutation (e.g., "Dear Ms. Galloway")
- A clear and concise statement of your question or concern (e.g., "I'm writing to confirm the date of my make-up test for Unit Three. I plan to stay after from 3:40 until 5:00 PM on Tuesday, May 4th.")

- Use of appropriate capitalization, spelling, and grammar (txt spk need not apply, lol.)
- A closing with your name (e.g., “Thank you for your help, Sydney”)

I really can't tell you how many emails I've received in the past which didn't include the sender's name, and the email address often does not help in identifying the writer, especially if the address is something like [fluffypuppy99@fakemail.com](mailto:fluffypuppy99@fakemail.com).” This tends to make it very difficult to respond appropriately.

I encourage you all to get into the habit of (a) checking your email regularly, and (b) learning to write emails which follow a professional tone. You'll find this to be a skill you will absolutely need to master before college and your professional life, so I do hope you will take these suggestions to heart. The best advice is simple: send the sort of email you would like to receive. If you want a helpful, thoughtful, professional response, make sure the email you're sending is the same.

If you would like further guidance on appropriate email etiquette, I suggest you read the following article: “RE: Your Recent Email to Your Professor,” by Paul T. Corrigan and Cameron Hunt McNabb, published in *Inside Higher Education*. It's a very down-to-earth way of looking at how your emails and communications with instructors can come across, and I highly recommend that you take a look at it.

<<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>>

## **Class Website and Online Resources**

I like technology a lot, and I try to use the various platforms I have as effectively as possible. I sincerely believe that being able to effectively use online resources and different technologies is absolutely critical for students today. I thus try to use technology as often as I reasonably can. This assumes that my students have reliable access to online resources both at school and at home; if that is not the case, please make sure that I know as soon as possible so that I can work to find solutions for individual students.

I know many of my colleagues choose to use Edmodo or other educational platforms which mimic social media for student communications, but I do not. I find that Edmodo is often difficult to search for assignments, and it's easy for students to forget to communicate in a professional manner on a platform that so easily mimics Facebook and other social networks. Additionally, I like having the storage capacity to host podcasts and store documents and other resources, and most free educational sites have limits on their storage capacities.

I therefore choose to use a separate class website: <http://www.gallowayapworld.wordpress.com>. The main page of this site functions as my class blog, and students should make a habit of visiting the blog at least twice a week, if not more frequently, in order to keep up with class assignments and reminders.

I have created additional pages off of the main website to provide resources for each of the six units of study we will cover in this course, as well as review material in anticipation of the AP World History exam in May, and information on writing each of the three types of essays we address in this class. Students should take the opportunity to familiarize themselves with the website during the first few weeks of class; chances are, at some point during the semester, someone will ask me a question about a particular resource, and my answer will be, “It's up on the class website.”

There may be occasions where I ask students to respond to prompts I post on the blog, and I expect students to use the same formal and respectful conventions of commentary online as they do in classroom discussions and email communications with me. And inappropriate commentary on the class blog will be considered a behavior violation and dealt with in accordance with Cobb County policy.

## **Asking for Help**

Sometimes the hardest thing for a student to do is to ask for help, or to be able to articulate exactly what they are finding difficult. It's often tempting for a student, when asked what they don't understand, to respond with an all-encompassing, "Everything!"

As a teacher, there's no response more frustrating. And as a former student, I can tell you that sometimes there's no response truer, sometimes. But in general, when students experience difficulties in this course, the most common questions I receive center around three themes: increasing recall with historical details and chronology, retention of reading materials, and avoiding procrastination.

Each student is different, so it really isn't sensible to offer a one-size-fits-all solution to what can be very individual problems. However, if you examine the sections below, you'll find a number of my suggestions for better studying techniques, peer tutoring, and organizational strategies. They may not all work for you, and that's okay. If you need further assistance or ideas of how to handle this course, please contact me. There are lots of options we can pursue to help you succeed in this class, but until you let me know you're having trouble, there's only so much I can do. There's never any shame in asking for help, so please don't hesitate if you have questions or concerns about your performance in AP World History.

### *Unit Study Sessions*

I provide one study session prior to each unit test. In the past, I have held each unit test study session in my classroom after school between 3:40 and 4:40 on the day before the unit test. However, depending on the technological access of students and my ability to offer sessions, I may choose to hold study sessions via Google Hangouts on Air this year. In such a case, study sessions will take place at a predetermined time and will be broadcast online. The advantage to using Google Hangouts on Air is that all study sessions are automatically recorded and archived on YouTube, allowing students who normally might not be able to make it to an in-person study session the freedom to watch the study session at a later time. Regardless of the format I choose to use for a unit study session, I strongly suggest that students make every effort to attend.

### *Peer Tutoring*

We have a robust peer tutoring program here at North Cobb High School which is entirely free. Students who might need assistance in any class-- not just AP World History-- should email [tutoring@nchsmagnet.com](mailto:tutoring@nchsmagnet.com) and briefly explain what class they need assistance in and what, in particular, they would like their tutor to help them with. Students will then be matched up with another student who has had success in that particular class (usually an upperclassman), and their tutor will contact them to set up tutoring times and locations. Arrangements are entirely voluntary and up to the student, although we would ask that you not arrange to meet your tutor and then fail to show up for a meeting. You can choose to meet with a tutor just once to study for a particular test, or you can set up a more long-term

arrangement if you think it would be helpful.

I strongly, strongly suggest that students who are struggling consider using this program-- sometimes it's just helpful to have another student walk you through something, and if the service is free, there's absolutely no reason NOT to use it. One further note: while this program was founded by Magnet students and is staffed by Magnet students, it is not exclusively FOR Magnet students. All students can, and should, use this program.

### *Study Suggestions*

As I noted above, not all study techniques work for all students-- some of you may be visual learners, others auditory, some of you may need to get up and move while you study-- there's really no wrong way to study, so long as (a) you ARE studying, and (b) it's successful for you. That being said, here are some of my suggestions for studying for this course:

1. **Study a little bit every night.** Memory works best when we repeatedly access the information we want to remember, so if you're not looking over your reading and notes on a nightly basis, you're not using the material we've learned over the past few days, and you're going to have a harder time pulling that information out on major assessments. One really good way of reviewing on a nightly basis is to simply TALK about the material we learned in class. So maybe during dinner with your family, you can tell them about whatever culture or civilization we're studying at the time.
2. **Break the reading up into manageable chunks, and try not to read for more than fifteen or twenty minutes at a time.** If you try to read fifty pages in one go, you're likely not going to be reading effectively for content-- you're probably just trying to finish as quickly as possible, and that's a surefire way to skim over the important bits. If you MUST do some heavy reading, make sure you give yourself a break every fifteen or twenty minutes. Set a timer, and when it goes off, get up, walk around, stretch, get a drink of water-- whatever you do, make a conscious effort to do something that is NOT studying for a short while. It's easier to focus and read effectively if you give yourself permission to take a five minute break every twenty minutes or so.
3. **Study in an environment without distractions.** Do NOT try to study in front of the television or computer, and *put the phone away*. Check it during one of your five minute breaks, if you must. As for listening to music while you work: most students think that they can focus while listening to music, but honestly-- unless it's instrumental, most studies suggest that music is a distraction.
4. **Download or listen to the unit podcast review several times.** It's available on the class website at the beginning of the unit, so don't wait until the night before the test to listen to it.
5. If you lose focus while you're reading, try the following: after every paragraph, stop and **make yourself summarize the content of that portion of your reading in no more than five words**. Jot them down on a scratch sheet of paper. Having to summarize what you're reading is going to make you revisit the ideas, and you'll likely retain more of the material.
6. **Do your quiz corrections.** You will be amazed at how much quiz corrections can help with your overall grade and understanding of the material.
7. **Get a peer tutor.** Email [tutoring@nchsmagnet.com](mailto:tutoring@nchsmagnet.com) and request assistance from another student.
8. **Download the Unit Study Guide at the start of every unit**, and work your way through all of the terms and discussion questions during the course of the unit.
9. **Consider making flashcards of major themes, events, people, and processes for each unit.** You can also buy AP World History review flashcards made by major academic review

companies, and they can be really helpful. Put the theme or event on the front, and write a brief description of the event on the back. You may find it helpful to color code your cards-- for example, major economic events or processes could be green, while everything related to social structure could be yellow. That way, if you can remember a word or phrase's color, you can be pretty sure you know the general categorization of the term.

10. **Form a study group with some of your classmates.** Remember, you should choose people who will actually work, rather than goof off.
11. **If you have a hard time remembering when things happen, try making timelines for each unit.** Make several timelines-- one for each of the regions of the world we've studied in a unit, and try to identify at least ten major events or processes for each region. Then lay your timelines out next to each other, and try and see if there's overlap or interaction between the different regions.

These are just a few ideas, and they may not all be practical for you. However, if you need more help or suggestions on how to study in a way most effective for you, please ask me-- after class or by email-- for further ideas, and I'd be more than happy to help.

### *Staying Organized*

Staying organized and on top of your work is absolutely key in this course-- as well as in all demanding academic courses. Because this class is meant to have the same rigor, standards, and expectations of a college-level course, I do not mandate students maintain any particular type of class notebook, and neither do I check students' notes. I presume that students taking this course are mature enough to realize that it's very difficult to study for a unit test if you don't know where your notes are.

That being said, I strongly suggest that students keep all the notes, handouts, and outside reading materials neatly organized in their notebook, as this will make studying for the final exam and AP World History College Board exam easier. Additionally, I provide students with the due dates and schedule of major events at the start of every unit; it is sensible for students to either copy the dates down in their own planner, or to schedule those due dates into the calendar on their phone. There are also several apps which students can use to help them keep track of homework and assignments-- one of the most promising ones I've seen recently is [MyStudyLife](#), which allows students to program in their schedule (including A and B days), and note major assignments and pacing guides for projects.

### **Reading and Vocabulary Skills**

One of the most challenging aspects of this course for many students is the complex and high-level vocabulary required for student success. Both of our textbooks, the AP World History exam itself, and the primary and secondary sources we will use in the classroom assume a college-level reading level, which means that if a student doesn't understand a word they may misinterpret a multiple choice question or (worse, in my view) an entire essay prompt. College Board policy requires that, during an exam, proctors provide no additional assistance to students. This means that a student can't raise their hand and ask, "What does this word mean?" The only thing a proctor can do is to read the question or prompt aloud to the student. As I try to prepare students appropriately for the AP exam in May, I adhere to the same policy in my classroom during tests and quizzes. Therefore, it is critically important that students work on enriching their vocabulary throughout the year—not just with World History specific terms, but with prefixes, suffixes, and appropriate college-level words.

To that end, I provide students with a vocabulary assignment for each unit. There is no specific “vocabulary quiz,” as it becomes readily apparent on reading quizzes and unit tests whether or not students have understood the terms.

### *Foundational Vocabulary*

The following is a general list of vocabulary terms grouped by theme that will help you succeed in AP World History. Please familiarize yourself with each term, as they will appear time and again throughout the course via conversation and assignments. You will have specific vocabulary assignments within each unit of study; the following words and elements, however, will prove pertinent in all six of our units of study.

**Prefix:** a prefix is a word element (affix) that can only occur attached to the BEGINNING of a base/stem/root. By adding a prefix to a base/stem/root you change its meaning.

- e.g. *un* (prefix) + *kind* (base/stem/root) = *unkind*

You should know the following prefixes. If you are unfamiliar with the meaning of any of these prefixes, please take the time to look them up.

<i>anti-</i>	<i>non-</i>	<i>re-</i>
<i>de-</i>	<i>pan-</i>	<i>semi-</i>
<i>dis-</i>	<i>poly-</i>	<i>trans-</i>
<i>inter-</i>	<i>pre-</i>	<i>un-</i>
<i>intra-</i>	<i>post-</i>	
<i>mis-</i>	<i>pre-</i>	

**Suffix:** A suffix is a word element (affix) that can only occur attached to the END of a base/stem/root. By adding a suffix to a base/stem/root you change its meaning.

- e.g. *friend* (prefix) + *ship* (base/stem/root) = *friendship*

You should know the following suffixes. If you are unfamiliar with any of the following suffixes, please make sure to look them up.

<i>-able / -ible</i>	<i>-ion / -tion</i>	<i>-ion / -tion</i>
<i>-al</i>	<i>-ation / -ition</i>	<i>-ation / -ition</i>
<i>-cide</i>	<i>-ism</i>	<i>-ism</i>
<i>-ed</i>	<i>-ist</i>	<i>-ist</i>
<i>-ic</i>	<i>-ing</i>	<i>-ize</i>

## Vocabulary Pertaining to Society

What is meant by *society*?

- Gender roles
  - Role of women
  - Role of men
  - Relationship between men & women
- Family and kinship
  - Structure of family (immediate & extended)
  - Relationship between family members (immediate & extended)
- Racial and ethnic constructions
  - Social hierarchies (classes)
  - Relationship between classes

You should know the following terms. If you are unfamiliar with any of the following words, it would be best to look them up.

*Artisan*

*Caste*

*Class*

*Egalitarianism*

*Elite*

*Ethnicity*

*Extended family*

*Family*

*Gender*

*Immediate family*

*Kinship*

*Laborer*

*Merchant*

*Nationality*

*Nuclear family*

*Patriarchy*

*Polyandry*

*Polygamy*

*Polygyny*

*Race*

*Social hierarchy/ stratification*

*Social system*

*Warrior*

## Vocabulary Pertaining to Politics

What is meant by *politics*?

- Political structures (organization)
  - Overview & maintenance of regional structures
  - Overview & maintenance of transregional structures
  - Overview & maintenance of global structures
- Forms of governance
  - Overview & maintenance of regional structures
  - Overview & maintenance of transregional structures
  - Overview & maintenance of global structures
- Conflict (revolts & revolutions)
  - Causes of conflict
  - Consequences of conflict

You should know the following terms. If any of the following terms are unfamiliar to you, please make sure to look them up.

<i>Administration</i>	<i>Decentralization</i>	<i>Monarchy</i>
<i>Authoritarianism</i>	<i>Diplomacy</i>	<i>Rebellion</i>
<i>Balance of power</i>	<i>Empire</i>	<i>Region</i>
<i>Bureaucracy</i>	<i>Eunuch</i>	<i>Revolution</i>
<i>Casualty</i>	<i>Imperial</i>	<i>Secession</i>
<i>Centralization</i>	<i>Infrastructure</i>	<i>State</i>
<i>City</i>	<i>Institution</i>	<i>Suffrage</i>
<i>City-state</i>	<i>Junta</i>	<i>Theocracy</i>
<i>Consolidation</i>	<i>Mobilization</i>	<i>Transregional</i>
<i>Coup / coup d'état</i>	<i>Monarch</i>	<i>Tribute / tributary system</i>

### **Interaction between Humans & Environment**

What is meant by interaction between humans & environment?

- Patterns of settlement
  - Locations of settlements
  - Reasons for settlement locations
  - Impact on humans
  - Impact on the environment
- Demography
  - Population changes
  - Reasons for population changes
  - Impact on humans
  - Impact on the environment
- Disease
  - Specific diseases
  - Reasons for disease
  - Impact on humans
  - Impact on the environment
- Migration
  - People/groups who are migrating
  - Location of migration origin
  - Location of migration end
  - Reasons for migration
  - Impact on humans
  - Impact on the environment
- Technology
  - Tools/technology that came from the environment
  - Tools/technology that impacted the environment
- Exploitation of the environment
- Protection of the environment

You should know the following terms. If you are unfamiliar with any of the terms, be sure to look them up.

<i>Climate</i>	<i>Erosion</i>	<i>Pull factors (as related to migration)</i>
<i>Deforestation</i>	<i>Immigration</i>	<i>Push factors (as related to migration)</i>
<i>Demography</i>	<i>Metropolis</i>	<i>Savanna / savannah</i>
<i>Desert</i>	<i>Metropole</i>	<i>Technology</i>
<i>Desertification</i>	<i>Migration</i>	<i>Tundra</i>
<i>Disease</i>	<i>Monsoon</i>	<i>Urban</i>
<i>Diaspora</i>	<i>Pandemic</i>	
<i>Emigration</i>	<i>Pathogen</i>	
<i>Epidemic</i>	<i>Population</i>	

### **Vocabulary Pertaining to Culture**

What is meant by *culture*?

- Religion, belief systems, philosophies, ideologies
  - Overview of religions, belief systems, philosophies, ideologies
  - Interactions of religions, belief systems, philosophies, ideologies
  - Change/evolution of religions, belief systems, philosophies, ideologies
  - Conflict between religions, belief systems, philosophies, ideologies
  - Impact on humans
- Science and technology
  - Description of key scientific & technological inventions/advancements
  - Description of key scientific & technological inventions/ movements
- The arts and architecture
  - Description of key works of art & architecture
  - Description of key artistic & architectural movements

You should know the following terms. If you are unfamiliar with any of these, please look the terms up.

<i>Animism</i>	<i>Cultural synthesis</i>	<i>Monotheism</i>
<i>Belief system</i>	<i>Ideology</i>	<i>Philosophy</i>
<i>Codify</i>	<i>Indigenous</i>	<i>Polytheism</i>
<i>Culture</i>	<i>Literacy</i>	<i>Religion</i>
<i>Cultural diffusion</i>	<i>Missionary</i>	<i>Syncretism</i>

### **Vocabulary Pertaining to Economy**

What is meant by *economy*?

- Food production
  - Methods (agricultural and pastoral production)
- Trade and commerce
  - Centers of trade
  - Trade items

- Methods of trade
- Labor systems
  - Type of labor system
  - Description of labour system
- Industrialization
  - Overview of industrialization process
  - Impact of industrialization process
- Economic theories
  - Overview of economic theories
  - Development & practice of economic theories

You should know the following terms. If you are unfamiliar with any of the following terms, be sure to look them up.

*Agriculture*

*Capitalism*

*Commerce*

*Commercialization*

*Commodity*

*Communism*

*Consumer*

*Credit*

*Cultivation*

*Currency*

*Domesticate*

*Domesticated animal*

*Economy*

*Economic structure*

*Economic system*

*Export*

*Fertility*

*Forage*

*Forced labor system*

*Import*

*Industrialization*

*Irrigation*

*Monetization*

*Nomadic*

*Pack animal*

*Pastoral*

*Producer*

*Raw material*

*Specialization of labor*

*Surplus*

## SECTION 3: AP World History Exam

The AP World History College Board exam will take place on Thursday, May 12, 2016 at 8:00 AM. The exam is given in the United States and internationally, and assesses students on their chronological thinking skills, ability to compare, contrast, and identify historical themes and processes, analyze primary and secondary sources, and use historical evidence to create arguments.

The exam addresses approximately ten thousand years of human history, from 8000 BCE to the present, and is divided into six rough chronological periods: 8000 BCE to 600 BCE, 600 BCE to 600 CE, 600 CE to 1450 CE, 1450 CE to 1750 CE, 1750 CE to 1900 CE, and 1900 CE to the present. There are five major themes which the course and exam address in each historical period:

- Interaction between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

The exam assesses student understanding through two major parts: a 70-question multiple choice section, timed at 55 minutes, and a free response section comprised of three essay prompts, each of which the students have approximately forty minutes to answer.

For a more detailed explanation of the exam and course structure, please read the "[AP World History Course & Exam Description](#)," available on the College Board website.

<https://secure-media.collegeboard.org/ap-student/course/ap-world-history-2011-course-exam-description.pdf>

### *Why Should You Take the AP World History Exam?*

Deciding whether or not to take an AP exam is a personal decision, and it can be a tough one: College Board exams aren't cheap, and the exam period comes at the end of Spring semester, often when students are stressed about other classes and preparing for their final exams. However, I still think it's a good idea for students to take the exam if at all possible. Here are a few reasons why you might want to consider taking the AP World History exam:

- **It's possible for you to earn college credit**, since 90% of the colleges in the United States offer credit for qualifying scores. You can go to the College Board's "[AP Credit Policy Search](#)" page if you want to see whether or not the colleges you're interested in accept AP World History scores, or what their minimum score requirements are. If you earn credit for your AP exam score, that's several thousand dollars in tuition you may not need to pay during your university career.
- Even if the college you're interested in doesn't award credit hours for your AP score, **a high enough score may mean that you can register for upper level courses instead of intro level lecture classes**. This usually means smaller class sizes, course topics that might be more interesting to you, and a one-on-one relationship with your professor instead of working mainly with graduate student assistants.
- Taking an AP level class and its associated exam-- no matter what your score-- is a really great way to **show colleges that you're willing to work hard and take on challenges**.
- You could **receive an AP Scholar Award**. These are awarded to students who score a 3 or higher on three or more AP exams and are great to add to your college admission application. Visit the College Board for more information on the [AP Scholar Award](#).
- **It could help you determine how well prepared you are for college**. If you score a 3 or higher on an AP exam then you may enter similar college-level courses with a confidence..

It's okay to be nervous about taking the exam, and if you would like to talk about your options, please feel free to come and chat with me about it.

### *What do the College Board Scores Actually Mean?*

First, stop thinking about AP scores in the sense of “passing” or “failing.” According to the College Board, scores are meant to represent the qualification of a student to successfully complete an introductory college course in the same subject area. So a student who earns a 3 or better on the AP World History exam is presumed to be “qualified” to take and pass an introductory level World History course at a college level. Considering that most of my students who are taking the AP World History exam are fifteen or sixteen and the test is designed to approximate the skills and patterns of thought expect of an eighteen or nineteen year old college freshman, even a score of a 2 can ultimately be a positive indication of a student's future success in a college level course.

The College Board has more information on AP scores on their “[About AP Scores](#)” page.

### **Registering for the Exam**

At North Cobb High School, we process all registration for AP exams through an online process. Students will go online to [North Cobb's TotalRegistration website](#) <<https://user.totalregistration.net/AP/110005>> and enter the required information. As we have a huge number of students at North Cobb taking AP exams every year, we do not allow students to register for AP exams offline, and we do not take any checks or money through the school. All payments must be made through the TotalRegistration portal.

### *Using TotalRegistration*

Students will log on to [North Cobb's TotalRegistration website](#) and enter their email address and a password to create a profile. It is VERY important that students use an email address they check regularly for their TotalRegistration profile, as this is the email to which TotalRegistration will send all of a student's confirmation information. Parents may prefer their students to include a parental email address in this portion of the process instead of using a student's email.

After creating their profile, students will fill out the required information and identify which AP exams they wish to take. Once they have made their selection, they will be able to choose their method of payment-- credit card, debit, and check-- and will be given further instructions on payment expectations based on their selection. Students can also choose to set up a payment plan, which will spread the payments out over several months.

Generally, we ask students to have completed their registration for all of their exams by early February, but students can register as soon as the website goes live.

### *Paying for the Exam*

The College Board is a for-profit company, and as such, their products and services-- the AP exams among them-- are not precisely cheap. Each AP exam itself costs \$89, and there is a processing fee of \$15 for each student. So, if a student is only taking one AP exam, it will cost \$104. If a student were to

take more than one exam, it would cost the \$104, plus the standard \$89 for each additional exam. If that sounds expensive, it's because it is-- especially when some of our high-achieving students are taking four or five exams in a year. However, in comparison to the cost tuition and books, AP exams cost about 10% of what a similar college course would ultimately cost.

If you have financial concerns about AP exams, I strongly, **STRONGLY** recommend that you make a point of filling out the Free and Reduced Lunch form you receive in your Cobb County folder on the first day of school this year. (If you've lost it, please go to <https://mealapps.cobbk12.org/> to complete the online version of the form.) Students who are eligible for free and reduced lunch are also eligible to receive a significant reduction of the cost of AP exams, and during their junior and senior years are eligible to receive one free SAT and ACT test. It's well worth filling out the forms, even if you're not sure you qualify.

If you have any further questions on this matter, it's best to contact Ms. Talu Epps ([taluepps@cobbk12.org](mailto:taluepps@cobbk12.org)), who is our point-woman on this matter.

## **Exam Study Sessions**

Review is an important part of any AP class, but it is especially critical in the case of single semester AP classes taught during Fall semester. Given that students will not be taking the AP World History class at the time of the exam, it is important that students stay in active communication with me in order to be informed as to when AP World review sessions will be held. (Students who check their email regularly have a much better chance of keeping up-to-date.) I will inform students when and where study sessions will take place as the time for the exam draws nearer, although there is a rough plan for study sessions listed below.

The following are the dates, times, and subjects of the scheduled study sessions. All sessions will be held in my room (312) unless otherwise noted.

<b>Date</b>	<b>Time</b>	<b>Subject</b>
<b>Wednesday, March 2nd</b>	3:40 to 5:00 PM	Americas
<b>Wednesday, March 9<sup>th</sup></b>	3:40 to 5:00 PM	Africa
<b>Friday, March 11th</b>	7:30 to 8:10 AM	Americas/Africa
<b>Wednesday, March 11<sup>th</sup></b>	3:40 to 5:00 PM	Australasia
<b>Wednesday, March 23<sup>rd</sup></b>	3:40 to 5:00 PM	South Asia
<b>Friday, March 25th</b>	7:30 to 8:00 AM	Australasia/South Asia
<b>Wednesday, March 30<sup>th</sup></b>	3:40 to 5:00 PM	East Asia
<b>Wednesday, April 13<sup>th</sup></b>	3:40 to 5:00 PM	Writing Practice: DBQ
<b>Friday, April 15<sup>th</sup></b>	7:30 to 8:00 AM	East Asia/Europe
<b>Wednesday, April 20th</b>	3:40 to 5:00 PM	Writing Practice: Comparative Essay
<b>Wednesday, April 27<sup>th</sup></b>	3:40 to 5:00 PM	Writing Practice: Change and Continuity Essay
<b>Wednesday, May 4<sup>th</sup></b>	3:40 to 5:00 PM	Practice Exam: Multiple Choice
<b>Saturday, May 7<sup>th</sup> *</b>	9:30 AM to 2:00 PM	All content!

\* At Swift-Cantrell Park. Check with me for further details as the time for review draws nearer.

Please note that morning sessions are an effort to make study sessions available to students who are unable to stay after school and will repeat material from previous afternoon study sessions.

Additionally, please know that there may be additional study sessions added at a later date. Generally, we work with Dr. Farmer (who teaches AP European History) to combine our Europe study sessions, but I don't want to put dates down on the calendar for that without first checking on his availability. In the past, however, we've had two dates for European history review, usually one on a Tuesday afternoon and another on a Thursday afternoon. As soon as I know those dates, I will update our study schedule and distribute that information to you all.





