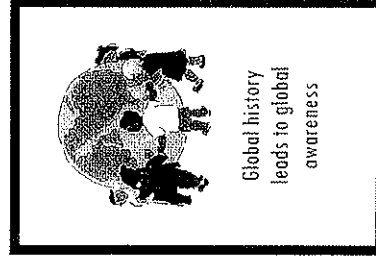


## Course Description

Pre-AP World History 9 is a college prep course designed to teach students about the larger patterns of change and continuity across the globe over time. The College Board curriculum has been divided over 2 years with the AP exam in May and the NYS regents exam in June of 10th grade. Stretching the course over 2 years allows us to be able to teach the skills and content required of the College Board at a slower pace to ensure our students' success. We will be giving our students ample time to "do history" by guiding them through the steps a historian would take



in analyzing historical events and evidence worldwide. Students will analyze primary sources, look for causation of change and continuity and compare societies' reactions to global processes. This course will offer balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. This is a survey course focusing on the larger picture rather than the intimate details of the regions we discuss.

## What Our Current Students are saying about pre-APWH

- "there's a lot of information for a small time period"
- "the teachers are awesome and do their best to help you"
- "AP courses look great on your transcript"
- "there's a lot of writing"
- "takes more effort, more individual thinking"
- "you have to study more for tests"
- "you really have to pay attention and stay on task"

MRS. AUCLAIR &  
MRS. FROELICK

# Pre-AP World History 9



B . C . S . D .  
**Ancient World  
History**

B . C . S . D .

Mrs. AuClair & Mrs. Froelick  
Durgree Junior High

jaucclair@bville.org  
lfroelick@bville.org

# Course Overview

## Grading Policy

### Summative Assessments - 90%

- chapter tests, essays, projects, unit exams(2x), midterm exam(3x)

### Formative Assessments - 10%

- quizzes, homework, class work

**Homework:** While many assignments are started in class, you will have the responsibility to complete them at home. You will also have to spend time studying the vocabulary and content on a regular basis.

**Writing Assignments** will be given on a regular basis. Students will need to learn the skills necessary to write the different types of essays for the AP and Regents exams at the end of their 10th grade year.

## What You Can Expect in pre-APWH

- An average of 20 minutes a day of outside work for the class (HW, essay writing, reviewing vocabulary)
- A combination of formal (essays) and informal (short answer) writing assignments each marking period
- The use of advanced vocabulary in lectures & notes, the textbook, and on assessments
- Being asked to think analytically in conjunction with basic fact recall
- Having a great experience learning about our world's history!

## What We Expect from our Students

- A good work ethic
- Self-motivation
- A love for history & learning itself
- Participation in class activities
- Great attendance

## Course Outline

### UNIT 1 - to circa 600 BCE

- Technological and Environmental Transformations

### UNIT 2 - c. 600 BCE to c. 600 CE

- Organization and Reorganization of Human Societies

### UNIT 3 - c. 600 CE to c. 1450

- Regional and Transregional Interactions

## Themes

- Interactions 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

## Historical Thinking Skills

- Crafting Historical Arguments
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

Dear Parents and 8<sup>th</sup> grade Students:

We feel that it our responsibility as 9th grade English teachers to communicate to our prospective students and their parents our expectations of a 9th Honors level student.

Honors is more than just a label. It is an enrichment of and an extension to the Regents level English class. In addition, we expect our students to come to our class with a certain set of skills. They include the ability to

- read, analyze, and interpret literature at an upper high school reading level
- be an independent learner
- utilize critical thinking skills
- possess exemplary writing skills

Honors is a challenge. The amount of time necessary to succeed is in direct correlation to the skills that each student possesses coming into the class. We would expect that a student would have to put more time and effort into achieving the same grade point average they may have had at a Regents level, 8th grade English class.

This is a decision that should not be taken lightly as it may have ramifications on grade point average and workload.

English 9 Teachers

Durgee Junior High School

over →

The following are three expository paragraphs *written by honors level students at the beginning of the academic year*. They are indicative of the writing skills one would expect an honors student to come into ninth grade already having:

#### "An Eternal Photograph"

The afternoon sun cast bright shadows along the edge of the riverbank as the tourists strolled leisurely gazing at the scene. The water rippled and the green leafy trees above swayed rhythmically. In the distance, a single small bird dove towards the shimmering surface. A man and woman strode hand in hand along the path, stopping occasionally to view the surroundings. The woman leaned towards the edge of the river to capture the scene in a photograph. As she took the picture, she slipped on the wet grass and went sliding into the icy water. She flailed and called for help. Her companion, realizing what had happened, reached in to assist her. He caught her shirtsleeve and pulled her from the once-peaceful water. By the time the young woman had calmed down, a small crowd of curious onlookers had gathered. The shocked woman was sorry she had ruined her camera, but this day was already etched in her memory.

#### "A Jungle Tale"

The air was hot and humid under the blanket of tangled vines as war calls echoed from every direction. Smoke rolling throughout the jungle and a quick movement in the bushes offered proof of a civilization. Roaring lions, trumpeting elephants, and the slither of snakes among the damp leaves told the tale of the jungle. A brief moment of tranquility, then the rains came pouring from the heavens. The jungle became a moist sponge as the water seeped into the ground. As evening grew near, the sun shone through the slits of the foliage. It brought a refreshing scent and a taste of sweet grass to the darkened forest. The few inhabitants seemed much simpler in this primitive environment.

#### "Cheetah on the Prowl"

If hungry, a person can easily drive to a store and buy food, but a cheetah must hunt, kill, and eat its food. First, the cheetah finds a herd of its desired prey. Then, it silently moves upwind so its scent will not be blown to its victims and alert them. Next, the feline slowly and quietly slinks closer until it is a mere ten to twenty feet away. The cheetah then scans the herd for sick, injured, or newborn animals, which would move slowly and be easy targets. Its next action is to crouch down and wait to pounce. When it thinks the time is right, the cheetah zeros in on a slower victim and chases it. The big cat chases its prey until it is following it like a shadow. Next, it uses a special claw located near the joint on one of its front paws to trip the unlucky victim. Right after it has fallen down, the cheetah uses its razor sharp teeth to deliver a fatal bite to the animal's jugular vein on its neck. After the kill, the cheetah will either drag the carcass back to its den, or if the prey is too heavy, it will be eaten on the spot. The big feline will usually eat the tendons and muscles first. Then, fat and organs are eaten. Finally, the cheetah may gnaw on the bones. However gruesome it may be, the cheetah must kill to eat and survive.