Course Description:

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

The course culminates with the national A.P. World History: Modern examination, which will be administered in May. Students will earn a weighted grade for this class and, if successful on the national examination, they could receive college credit at their preferred university.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The A.P. World History: Modern course offers motivated students and their teachers the opportunity to immerse themselves in the historical developments and processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course offers balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented.

The A.P. World History: Modern course requires that students learn world history from a global perspective. Balanced coverage of the regions within the course ensures that a single region is not situated at the center of the historical narrative. Students need basic geographical knowledge in order to understand world history. Geospatial awareness is also essential for students to build an understanding of the cross-cultural contacts, trade routes, migrations, etc., which are important concepts in the AP World History course.

Course Resources:

Main Textbook:
Alternate Textbook:

Primary Sources: *(note: besides those found in the Ways of the World Textbook)*

Secondary Sources:

Video Series:
- *War and Civilization*, TLC, 1998
- *Patterns of Interaction: Cultural Connections Across Time and Place*:
  - *Video Series on DVD*, McDougal Littell, 2005
  - *Bridging World History*, Oregon Public Broadcasting, 2004

Visual Sources and Video Clips that originate from the internet will include: art, political cartoons, photos, maps, charts, graphs, and anything else interesting or relevant to the course. *(Example: Gapminder: The Beauty of Statistics: shows trends in world development.)*
**Historical Thinking Skills:** World History requires the development of thinking skills using the processes and tools that historians employ in order to create historical narrative. Students will also be required to think on many different geographical and temporal scales in order to compare historical events over time and space. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts—names, chronology, and events—but it will also emphasize historical analysis. This will be accomplished by focusing on six historical thinking skills:

- **Developments and Processes:** Identify and explain historical developments and processes
- **Sourcing and Situation:** Analyze sourcing and situation of primary and secondary sources.
- **Claims and Evidence in Sources:** Analyze arguments in primary and secondary sources.
- **Contextualization:** Analyze the context of historical events, developments, or processes using historical reasoning processes (comparison, causation, continuity and change).
- **Making Connections:** Analyze patterns and connections between and among historical developments and processes.
- **Argumentation:** Develop an argument.

**Themes:** Themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

- **Theme 1: Humans and the Environment**
  The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
- **Theme 2: Cultural Developments and Interactions**
  The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.
- **Theme 3: Governance**
  A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
- **Theme 4: Economic Systems**
  As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
- **Theme 5: Social Interactions and Organization**
  The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.
- **Theme 6: Technology and Innovation**
  Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.
Periodization:
The course will have as its chronological frame the period from approximately 8000 BCE to the present.

<table>
<thead>
<tr>
<th>Units</th>
<th>Chronological Period*</th>
<th>Exam Weighting</th>
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<tbody>
<tr>
<td><strong>Unit 1: The Global Tapestry</strong></td>
<td>c. 1200 to c. 1450</td>
<td>8–10%</td>
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<tr>
<td><strong>Unit 2: Networks of Exchange</strong></td>
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<td>8–10%</td>
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<tr>
<td><strong>Unit 3: Land-Based Empires</strong></td>
<td>c. 1450 to c. 1750</td>
<td>12–15%</td>
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<td><strong>Unit 4: Transoceanic Interconnections</strong></td>
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<td><strong>Unit 5: Revolutions</strong></td>
<td>c. 1750 to c. 1900</td>
<td>12–15%</td>
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<td><strong>Unit 6: Consequences of Industrialization</strong></td>
<td>c. 1900 to the present</td>
<td>12–15%</td>
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<td><strong>Unit 7: Global Conflict</strong></td>
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<tr>
<td><strong>Unit 8: Cold War and Decolonization</strong></td>
<td>c. 1900 to the present</td>
<td>8–10%</td>
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<tr>
<td><strong>Unit 9: Globalization</strong></td>
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Bridge Unit to AP World History

Classroom Topics:
- Big Geography
- Neolithic Revolution
- Early Agricultural and Pastoral Societies
- New Religious Traditions
- Emergence of Empires
- Inter-regional Exchange

Unit 1: The Global Tapestry c.1200-1450
- 1.1 Developments in East Asia from c. 1200 to c. 1450
- 1.2 Developments in Dar al-Islam from c. 1200 to c. 1450
- 1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450
- 1.4 State Building in the Americas
- 1.5 State Building in Africa
- 1.6 Developments in Europe from c. 1200 to c. 1450
- 1.7 Comparison in the Period from c. 1200 to c. 1450
Unit 2: Networks of Exchange c. 1200 to c. 1450
- 2.1 The Silk Roads
- 2.2 The Mongol Empire and the Making of the Modern World
- 2.3 Exchange in the Indian Ocean
- 2.4 Trans-Saharan Trade Routes
- 2.5 Cultural Consequences of Connectivity
- 2.6 Environmental Consequences of Connectivity
- 2.7 Comparison of Economic Exchange

Unit 3: Land-Based Empires c. 1450 to c. 1750
- 3.1 Empires Expand
- 3.2 Empires: Administration
- 3.3 Empires: Belief Systems
- 3.4 Comparison in Land-Based Empires

Unit 4: Transoceanic Interconnections c. 1450 to c. 1750
- 4.1 Technological Innovations from 1450 to 1750
- 4.2 Exploration: Causes and Events from 1450 to 1750
- 4.3 Columbian Exchange
- 4.4 Maritime Empires Established
- 4.5 Maritime Empires Maintained and Developed
- 4.6 Internal and External Challenges to State Power from 1450 to 1750
- 4.7 Changing Social Hierarchies from 1450 to 1750
- 4.8 Continuity and Change from 1450 to 1750

Unit 5: Revolutions c. 1750- 1900
- 5.1 The Enlightenment
- 5.2 Nationalism and Revolutions in the Period from 1750 to 1900
- 5.3 Industrial Revolution Begins
- 5.4 Industrialization Spreads in the Period from 1750 to 1900
- 5.5 Technology of the Industrial Age
- 5.6 Industrialization: Government’s Role from 1750 to 1900
- 5.7 Economic Developments and Innovations in the Industrial Age
- 5.8 Reactions to the Industrial Economy from 1750 to 1900
- 5.9 Society and the Industrial Age
- 5.10 Continuity and Change in the Industrial Age
Unit 6: Consequences of Industrialization c. 1750-1900
- 6.1 Rationales for Imperialism from 1750 to 1900
- 6.2 State Expansion from 1750 to 1900
- 6.3 Indigenous Responses to State Expansion from 1750 to 1900
- 6.4 Global Economic Development from 1750 to 1900
- 6.5 Economic Imperialism from 1750 to 1900
- 6.6 Causes of Migration in an Interconnected World
- 6.7 Effects of Migration
- 6.8 Causation in the Imperial Age

Unit 7: Global Conflict c. 1900 to the present
- 7.1 Shifting Power After 1900
- 7.2 Causes of World War I
- 7.3 Conducting World War I
- 7.4 The Economy in the Interwar Period
- 7.5 Unresolved Tensions After World War I
- 7.6 Causes of World War II
- 7.7 Conducting World War II
- 7.8 Mass Atrocities After 1900
- 7.9 Causation in Global Conflict

Unit 8: Cold War and Decolonization c. 1900 to the present
- 8.1 Setting the Stage for the Cold War and Decolonization
- 8.2 The Cold War
- 8.3 Effects of the Cold War
- 8.4 Spread of Communism After 1900
- 8.5 Decolonization After 1900
- 8.6 Newly Independent States
- 8.7 Global Resistance to Established Order After 1900
- 8.8 End of the Cold War
- 8.9 Causation in the Age of the Cold War and Decolonization

Unit 9: Globalization c. 1900 to the present
- 9.1 Advances in Technology and Exchange After 1900
- 9.2 Technological Advances and Limitations After 1900: Disease
- 9.3 Technological Advances: Debates About the Environment After 1900
- 9.4 Economics in the Global Age
- 9.5 Calls for Reform and Responses After 1900
- 9.6 Globalized Culture After 1900
- 9.7 Resistance to Globalization After 1900
- 9.8 Institutions Developing in a Globalized World
- 9.9 Continuity and Change in a Globalized World
The A.P. EXAM IS ON THE MORNING OF MAY 10th

The AP World History Exam:

Part I (worth 60 percent of total grade)
Part A: 55 stimulus-based multiple-choice questions, 55 minutes, 40 percent of total grade
Part B: Three short-answer questions, 40 minutes, 20 percent of total grade

Part II (worth 40 percent of total grade)
Part A: Document-based question, 60 minutes (includes 15-minute reading period), 25 percent of total grade
Part B: Long essay question selected from three, 40 minutes, 15 percent of total grade

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

Review for AP Exam:

Selected Activities (not limited to)
Students will be attending structured lunch study group meetings
Students will be attending a Saturday “Jams and Cram” review session. (May 11th)
Students will be encouraged to use posted review materials on the Google Classroom
Students will be using released AP World practice tests – both multiple choice and essays
Students will be working in small groups to complete review guides based on
A.P. WORLD HISTORY - CLASS PROCEDURES

1. Advanced Placement World History is offered as an elective for some, but is also offered in place of Modern World History, a required class for High School graduation in Maryland. Students completing AP World History successfully will receive credit for completing the Modern World History requirement!!

2. All students enrolled in AP World History - Modern are expected to sign-up for and take the AP Exam in May.

3. For the 2020-2021 School year there will be additional “virtual class procedures.” Please follow them as they are published by MCPS. It is critical that students stay “connected” to MCPS and this class for the duration of the Academic year.

4. All students are required to attend class and be in class on time. Please review MCPS attendance policy and Virtual attendance requirements

5. It is suggested that students obtain the following materials: (this is to help organize your home studying and for when you return to the school building): 3 ring binder, spiral notebook, dividers, highlighters, pens, #2 pencils. It is suggested, but not required that students purchase a review book for AP World History – Modern

6. Assignments, quizzes and tests missed due to an excused absence may be made up. Make-ups are to done within five days of the “return” of the absent student. Make-ups are the responsibility of the student. In the “virtual” environment, students should email me when making up assignments. Whe we return to the building, students missing class should come to my office during lunchtime enrichment, or need to make arrangements to stay after school, or have a friend pick up needed materials. Students need to be aware of the difference between due dates and deadlines – assignments not made up by the deadline will not be allowed to be made up.

7. Assignments, quizzes and tests missed due to an unexcused absence must be made up BUT may not be graded.

8. Grades are based on how well students master the core concepts and skills of the course. Key Concepts, Themes, and skills will be discussed at the beginning of each unit. All graded assignments are related to these objectives. All work is graded on a point scale. Letter grades will be determined by the percentage of points earned. Grades each quarter will reflect regular reading quizzes, unit tests for each periodization, classwork, virtual classwork, homework, virtual class discussions, and study group assignments.

9. Students are expected to keep track of their grades and assignments. Progress reports will be provided per school policy.

10. All Wheaton High School and MCPS procedures and policies apply HERE!
A.P. WORLD HISTORY
ADDENDUM TO THE SYLLABUS
GRADING PROCEDURES 2020-2021

- All assignments will attempt to reflect individual achievement on course expectations.

- Grades will be determined using a variety of assessment methods.

- Regular updates about achievement will be provided to parents and students.

- There is no extra credit provided on any basis.

- All graded assignments will be recorded as points and converted to percentages during each nine week marking period. These percentages will then be converted to letter grades. 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, 59-50%=E. Borderline grades may be rounded up in most instances.

- All assignments will be weighted. Assignments will be divided into two main categories: One; formative and summative assessments, including classwork, homework, small quizzes, short writings, unit tests, major instructional objective quizzes, formal writing assignments, and major projects. This category will be worth 90%; Two; homework for practice and completion including online textbook assessments. This category will be worth 10%.

- Late work will be accepted and will be marked down 10% any time after the due date. Late work will not be accepted after the deadline periods: The deadline will set at the date of the Unit Test for each unit. All missed work should be made up.

- Re-do opportunities will exist for some assignments. Students must understand; most reading quizzes and no unit test or final exam is re-assessable. A student will get only one reassessment. The reassessment grade becomes the grade for the assignment regardless of whether it is higher or lower than the initial grade. Reassessment deadlines will be set one week before interims and one week before the end of a marking period. Re-do does not necessarily mean completing the same assignment twice.

- Students will also need computer access to participate from time to time in an online discussion forum related to A.P. World History, do research, or use for review materials. They will be able to access the forum from home computers or from computers here at school.

- When back in school, students will be expected to use the Wheaton High School lunch format to make up work or meet in study groups.

Mr. Shaffner and Mr. Sciuto are available for help, make-up work, questions virtually by emailing us anytime. We will try to most likely respond within 24 hours. Upon our return to school, we are available during lunch in: rooms 2003 (The Social Studies Office for Mr. Shaffner) or room 2011 (for Mr. Sciuto). Please feel free to stop by. If we are unavailable then arrangements should be made to see either of us at a different time.