

ADVANCED PLACEMENT WORLD HISTORY: MODERN

Grade: 11

Semester: 1 and 2

Teacher: Mr. Stupak

Room: A-222

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This course will be divided into nine units with six thematic topics, covering from 1200 through the 20th century. AP World History: Modern is a college-prep course and, compared to a regular high school course, students are expected to complete the material at an accelerated pace and provide a deeper understanding in drawing connections between events. This year's AP World History: Modern exam date will be Thursday, May 8, 2025. Passing the exam with a score of a "3" is the equivalent to a C on a college-level exam, and depending on the student's school of choice, may receive college credit. This class is designed to teach students the skills necessary to pass a college-level exam.

CLASSROOM CULTURE BLUEPRINT

The following are the five core values of our classroom; how we communicate them and what we hope to achieve:

Core Value	How It Is Communicated	Desired Outcome
COMMUNICATION	Communicate needs; ask questions and listen to others' thoughts and opinions.	Clear understanding of assignments and due dates; develop the ability to process and respect other opinions and viewpoints.
PURPOSE	Every assignment has a clarity of purpose and we focus on the task at hand.	We help ourselves and our classmates achieve our learning goals for the day and unit.
PREPARATION	Complete outside-of-class assignments on time and meet expectations. Students are expected to spend 60 minutes per night and 10 hours per week to maintain a C in this class.	We are prepared to engage in the day's lesson plan.
COMMUNITY	We will work together in groups.	Have fun coming to class; working with your classmates and develop TRUST inside the classroom.
LIFELONG LEARNING	We ask critical thinking questions that go beyond the day's learning goals.	Leave class with a sense of achievement and a desire for lifelong learning. We discuss what we learned outside of class.

Required Materials:

- At least ONE 3-ring binder (one-inch) to use only for AP World History: Modern. You may need a second.
- 11 Divider tabs for your binder. (One for each unit of study, in addition to other sections) – ***see Setting up your Notebook***
- Several packs of 3x5 or 4x6-inch index cards; preferably spiral-bound. (You can order these on Amazon).
- Pack of multi-color highlighters. (Preferred colors- yellow, blue, green).
- A separate spiral notebook for taking notes or a separate binder to maintain class notes in. (This is optional, depending on how a student prefers to take notes. Some of my former AP US History students would recommend taking all lectures and reading notes on a computer.)

Textbooks:

- AMSCO Advanced Placement Edition- World History: Modern (1200-Present); ISBN#: 978-1-5311-2916-3

Online Textbook: A pdf version of the textbook is available on Google Classroom. There are also some used hardcopy textbooks available. However, I would recommend ordering a hard copy on Amazon for your own use to highlight and annotate. I have provided an Amazon link to the textbook on my teacher website.

Class Philosophy:

This is a junior-level course that will teach students the necessary skills to succeed at a college-level exam at the end of the year.

Tips For Success/Expectations:

- Follow the syllabus and know when assignments are due and tests and quizzes are scheduled.
- Keep track of assignments you have turned in or are missing. You, and parents/guardians, have access to an online grade book and every effort is made to update grades on Mondays.
- Overnight assignments to be submitted on Google Classroom are due at 7:30 am.
- When absent, check Google Classroom for the day's lesson plan and get copies of the day's lecture notes from a classmate. I always note what time I updated the Time Management Calendar (TMC) and every effort is made to update TMC's prior to 3:00 pm.
- Plan your time to complete assignments, readings, etc., and note them in your student planner.
- Students are expected to do the assigned independent readings and be prepared for class discussions.

Setting Up Your Notebook:

Students will need at least ONE, one-inch, THREE-RING binder for use with this class only. You will need 11 divider tabs, one for each section of the course. In your binder, you will want to keep all documents that we source in class, one-page study guides, and other class materials. The following are the sections for your binder:

1. Unit 1: The Global Tapestry (c. 1200 to c. 1450)
2. Unit 2: Networks of Exchange (c. 1200 to c. 1450)
3. Unit 3: Land-Based Empires (c. 1450 to c. 1750)
4. Unit 4: Transoceanic Interconnections (c. 1450 to c. 1750)
5. Unit 5: Revolutions (c. 1750 to c. 1900)
6. Unit 6: Consequences of Industrialization (c. 1750 to c. 1900)
7. Unit 7: Global Conflict (c. 1900 to present)
8. Unit 8: Cold War and Decolonization (c. 1900 to present)
9. Unit 9: Globalization
10. Writing Style Guide
11. Miscellaneous

Classroom Management:

Any rules or expectations not explicitly stated in the above section on “Tips for Success / Expectations,” or found elsewhere in the syllabus, are considered to be embedded in the classroom core values. Basic rule of thumb, if an action doesn’t fit the definition of a core value, then don’t do it. Serious violations of classroom and/or school procedures and rules will be dealt with in accordance with school policy. Most infractions will follow the steps of the Classroom Management plan listed below:

STEP 1: **Redirect** students' attention with a context clue (standing beside podium; tap on desk; eye contact with student.)

STEP 2: **Meet** individually with student(s) to discuss specific behavioral problem(s). This is done before contacting admin or parents.

STEP 3: **Consult** with student’s counselor on ways to remedy behavior or performance problem(s) in class.

STEP 4: **Contact** students’ parent/guardian to discuss behavior/performance problem(s) in class.

STEP 5: **Arbitrate** with administration to find a solution.

Learning/Listening Position:

As part of Class Core Value of Communication and Preparation, students are expected to be in “Learning Position” when class begins, and develop Listening skills. Learning Position is defined as follows:

- Sit straight up in chair, with two feet on the ground.
- No hats or hoods.
- School cell phone and electronic policy is being followed.
- Working on the assigned bell opener.
- “ALL EYES ON ME” on command (or on speaker); not multitasking.

Cell Phone/Electronic Use Policy:

The school's cell phone/electronic use policy will be enforced.

Google Classroom:

The majority of assignments, power points and other class materials will be available on Google Classroom. I will keep an updated class Time-Management-Calendar (TMC) on Google Classroom for students to access the day's lesson plans when absent. They are time-stamped on when they are updated. Students are expected to turn in assignments to Google Classroom as instructed. Students who e-mail assignments or e-mail a shared Google Drive link for an assignment designated for Google Classroom will not be accepted.

Google Drive:

Since Google Classroom will be used to turn in assignments, it is recommended students not share documents on their Google Drive – unless it is a collaborative assignment and with teacher permission. Students who turn in expected individual assignments that have shared links will be subject to the school plagiarism and cheating policy.

Assessments:

Students should expect a weekly scheduled assessment - either a Multiple Choice Question (MCQ) quiz or a Short Answer (SAQ) prompt. Unit tests will be scheduled on AP Classroom and completed on a students' own time. Additionally, students should expect the following major assessments to be scheduled during the year:

Long Essay Question (LEQ) #1 _____ End of First Quarter
First Semester MCQ Final _____ End of First Semester
First Semester SAQ Final _____ End of First Semester
First Semester DBQ/LEQ Final _____ End of First Semester
Long Essay Question #3 _____ Third Quarter
DBQ Essay #2 _____ Fourth Quarter
Practice APUSH Exam _____ Late April on AP Classroom

Late and Make-up Work Policy:

- No late work will be accepted.
- If absent on the day of an assignment is assigned, the student will have one day for each absence to complete the assignment. This includes weekends.
- If an assignment is to be submitted to Google Classroom, and a student is absent on the due date, the assignment is still expected to be submitted on time, unless prior arrangements have been made. (Core Value of Communication!)
- If in need of an extension on an assignment, students need to make arrangements with Mr. Stupak at least **2 DAYS** prior to the due date.

Make-up Policy for Quizzes and Tests:

- Students are responsible for using the **Reschedule An Assessment** form on Google Classroom to schedule a time to take a missed assessment.
- Students are expected to reschedule within a reasonable amount of time; with the idea of one day for each day absent.
- Students who reschedule an assessment and fail to show WITHOUT CAUSE will receive a zero.
- Students absent on the day of a quiz – and expected to know the material -- will be expected to take the quiz on the day they return to class.
- It is recommended students make arrangements outside of class time to make-up quizzes and unit tests.

Cheating/Plagiarism:

Students are expected to complete assignments individually and cite sources when necessary.

Assignments suspected of plagiarism will be scanned through an online plagiarism-check. Assignments that are concluded to be plagiarized will receive no credit.

Grading

Grades will be weighted based on the following scale:

Category	Pct.
Participation / Classwork_____	20%
Notebook Check_____	20%
Quarterly Assessment_____	20%
AP Classroom Assessments_____	15%
Multiple Choice Quizzes_____	10%
Graded DBQ Essays_____	6%
SAQ Quizzes_____	5%
Graded LEQ Essays_____	4%

Exempted Quizzes / Missing Work

Out of every group of FOUR Multiple Choice Quizzes and Short Answer Quizzes, the lowest score will be exempted for each category. Additionally, two missing classwork assignments will be exempted each 9 weeks.

Participation

Students will earn ONE participation point each week. Participation points can be either a completed assignment, notes, or any other way at the teacher's discretion. Participation points will be applied at the end of each nine weeks. Students can earn more than one participation point per week and these will be applied as extra credit on a 2-for-1 basis.

AP Classroom:

Students will use their College Board accounts to access the online AP Classroom to help them prepare for the AP exam. The AP Classroom contains helpful videos covering various topics and students will also be assigned assessments through AP Classroom.

Hall Passes:

Students are not allowed out of the classroom the first 10 minutes of the period. If a student needs to leave the classroom, they will need to sign-out using the SmartPass App. Students are not allowed out of a class during an assessment, until the assessment is completed.

For Your Organization ... Copies will be coded by the following color:

Time Management Calendars (TMC)	Salmon
Quizzes	Blue
Short Answers	Yellow
Assignments	Green
Miscellaneous Documents	Ivory

Learning Strategies:

WRITING:

Quick Writes: These are mostly our History Sparks, used for participation points, where students will enter class and answer the writing prompt on the board.

COLLABORATION:

30-Second Pair Shares: Students will partner-up and have 30 seconds to share with their partner an answer to a posed question. The partner listening to the response may be called upon to repeat his/her partner's answer.

Jigsaws: Students will work in groups of four, dividing up a section of assigned reading between each person. Each student will read and take notes on their assigned reading and then teach the concepts to others in their group. Typically, this is accompanied with a graphic organizer to help students organize their notes.

Small Group Discussions: These will be student-led discussions, within their work groups, where students will look to draw deeper connections to a prompt from their reading and notes.

ORGANIZATION:

Cornell Notes: When taking notes in lectures, students should use the Cornell Notes format to easily help them organize their notes and questions. Students should not attempt to write everything on the power point slide, instead being listening to the instructor and note 3 things for each main topic.

Graphic Organizers: Graphic organizers are used to help students organize thoughts on specific concepts and can be used in place of lectures and Harvard outlines.

Harvard Outline: To be used in conjunction with paragraph shrinking, it is recommended students use the Harvard Outline when reading a chapter. Each subsection of the outline is a summary of a paragraph. At the end of each section, students then summarize the section in a sentence to be the header of that section of notes.

READING:

Paragraph Shrinking: It is recommended when reading a chapter, that students read a paragraph and then rephrase in their own words.

Course Outline

The following breakdown shows the time periods, the number of days scheduled for each unit and the percent of each unit on the multiple choice section of the final exam (*number of days for each unit may be adjusted as needed*):

Unit	Theme	Description	Instruction Days	Exam Weighting
		Class Introduction		
Unit 1: The Global Tapestry (c. 1200 to c. 1450)	GOV	1.1: Developments in East Asia from c. 1200 to c. 1450	10-13	8-10%
	CDI			
	ECN			
	CDI	1.2: Developments in Dar al-Islam from c. 1200 to c. 1450		
	GOV			
	TEC			
	CDI	1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450		
	GOV			
	GOV	1.4: State Building in the Americas		
	GOV	1.5: State Building in Africa		
	CDI	1.6: Developments in Europe from c. 1200 to c. 1450		
	GOV			
	SIO			
		1.7: Comparison in the Period from c. 1200 to c. 1450		

Unit 2: Networks of Exchange (c. 1200 to c. 1450)	ECN	2.1: The Silk Roads	10-13	8-10%
	GOV	2.2: The Mongol Empire and the Making of the Modern World		
	ECN			
	CDI			
	ECN	2.3: Exchange in the Indian Ocean		
	CDI			
	ENV			
	TEC	2.4: Trans-Saharan Trade Routes		
	GOV			
	CDI	2.5: Cultural Consequences of Connectivity		
	ENV	2.6: Environmental Consequences of Connectivity		
		2.7: Comparisons of Economic Exchange		
Unit 3: Land-Based Empires (c. 1450 to c. 1750)	GOV	3.1: Empires Expand	8-11	12-15%
	GOV	3.2: Empires: Administration		
	CDI	3.3: Empires: Belief Systems		
		3.4: Comparison in Land-Based Empires		
Unit 4: Transoceanic Interconnections (c.	TEC	4.1: Technological Innovations from 1450 to 1750	22-25	12-15%
	GOV	4.2: Exploration: Causes and Events from 1450 to 1750		
	ECN			
	ENV	4.3: Columbian Exchange		
	GOV	4.4: Maritime Empires Established		
	ECN			
	SIO			

1450 to c. 1750)	ECN	4.5: Maritime Empires Maintained and Developed		
	GOV			
	SIO			
	CDI			
	WOR			
	GOV	4.6: Internal and External Challenges to State Power from 1450 to 1750		
	SIO	4.7: Changing Social Hierarchies from 1450 to 1750		
		4.8: Continuity and Change from 1450 to 1750		
Unit 5: Revolutions (c. 1750 to c. 1900)	CDI	5.1: The Enlightenment	20-23	12-15%
	SIO			
	GOV	5.2: Nationalism and Revolutions in the Period from 1750 to 1900		
	ENV	5.3: Industrial Revolution Begins		
	TEC	5.4: Industrialization Spreads in the Period from 1750 to 1900		
	TEC	5.5: Technology of the Industrial Age		
	GOV	5.6: Industrialization: Government's Role from 1750 to 1900		
	ECN	5.7: Economic Developments and Innovations in the Industrial Age		
	SIO	5.8: Reactions to the Industrial Economy from 1750 to 1900		
	SIO	5.9: Society and the Industrial Age		
		5.10: Continuity and Change in the Industrial Age		
Unit 6: Consequences of	CDI	6.1: Rationales for Imperialism from 1750 to 1900	12-15	12-15%

Industrialization (c. 1750 to c. 1900)	GOV	6.2: State Expansion from 1750 to 1900		
	GOV	6.3: Indigenous Responses to State Expansion from 1750 to 1900		
	ENV	6.4: Global Economic Development from 1750 to 1900		
	ECN	6.5: Economic Imperialism from 1750 to 1900		
	ENV	6.6: Causes of Migration in an Interconnected World		
	ECN			
	SIO	6.7: Effects of Migration		
		6.8: Causation in the Imperial Age		
Unit 7: Global Conflict (c. 1900 to present)	GOV	7.1: Shifting Power After 1900	9-12	8-10%
	GOV	7.2: Causes of World War I		
	TEC	7.3: Conducting World War I		
	ECN	7.4: The Economy in the Interwar Period		
	GOV	7.5: Unresolved Tensions After World War I		
	GOV	7.6: Causes of World War II		
	GOV	7.7: Conducting World War II		
	SIO	7.8: Mass Atrocities After 1900		
		7.9: Causation in Global Conflict		
Unit 8: Cold War and Decolonization (c. 1900 to present)	GOV	8.1: Setting the Stage for the Cold War and Decolonization	14-17	8-10%
	CDI	8.2: The Cold War		
	GOV	8.3: Effects of the Cold War		
	ECN	8.4: Spread of Communism After 1900		
	SIO			
	GOV	8.5: Decolonization After 1900		

	GOV	8.6: Newly Independent States		
	ECN			
	CDI	8.7: Global Resistance to Established Order After 1900		
	GOV	8.8: End of the Cold War		
		8.9: Causation in the Age of the Cold War and Decolonization		
Unit 9: Globalization	TEC	9.1: Advances in Technology and Exchange After 1900	8-11	8-10%
	ENV	9.2: Technological Advances and Limitations After 1900: Disease		
	ENV	9.3: Technological Advances: Debates About the Environment After 1900		
	ECN	9.4: Economics in the Global Age		
	SIO	9.5: Calls for Reform and Responses After 1900		
	CDI	9.6: Globalized Culture After 1900		
	CDI	9.7: Resistance to Globalization After 1900		
	GOV	9.8: Institutions Developing in a Globalized World		
		9.9: Continuity and Change in a Globalized World		

Course Themes

The six themes below 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. Below are the themes of the course and brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

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 (GOV)

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 (ECN)

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 (SIO)

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 (TEC)

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.