

Calallen High School
AP World History Modern
Course Syllabus 2025-2026

S. Mora

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Room 203 Conference Period: 7th period (3:05 pm - 4:00 pm)

Course Description:

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Supplies Needed:

- 3 inch Binder
- 9x11 Spiral notebook
- Index Cards
- Sticky Notes
- Highlighters
- Pens/Pencils

Readings

AMSCO AP World History Modern 1200-Present , provides students with a basic overview of the evolving human experience. The text is supplemented by a diverse selection of primary and secondary sources. Students will be exposed to both, in order to develop skills in argumentation, the use of evidence, and interpretation.

Course Textbook:

Bentley, Jerry H., Ziegler, Herbert F., Streets-Slater, Heather E., and Benjamin, Craig. ***Traditions & Encounters: A Global Perspective on the Past***. 7th ed. Columbus: McGraw Hill, 2023.

Supplemental Materials:

ASAP World History: Modern - A Quick Review Study Guide for the AP Exam

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the College Board AP European History Course and Exam Description are woven throughout each unit of study:

- 1. Humans & Environment (ENV)**
- 2. Cultural Development & Interaction (CDI)**
- 3. Governance (GOV)**
- 4. Economic System (ECN)**
- 5. Social Interactions & Organization (SIO)**
- 6. Technology & Innovation (TEC)**

Historical Thinking Skills

The AP World History: Modern framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like historians.

Skill	Description
1. Developments and Processes	Identify and explain historical developments and processes.
2. Sourcing and Situation	Analyze sourcing and situation of primary and secondary sources.
3. Claims and Evidence in Sources	Analyze arguments in primary and secondary sources.
4.Contextualization	Analyze the contexts of historical events, developments, or processes.
5.Making Connections	Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
6.Argumentation	Develop an argument.

Source: AP College Board - World History: Modern

Components of Each Curriculum Unit

Textbook and Additional Resources: Students will read a number of primary and secondary sources in addition to the course textbook. Students will be required to turn in an Article Review for each secondary source, in which students identify the author's thesis, main arguments, make connections to the textbook, and raise questions to be addressed in the class. Article Reviews will count as a daily grade and if a Small Group Seminar is involved that will count as a daily grade as well.

Historical Thinking Skills (HTS): For each chapter students will either take a vocabulary quiz or work on one of the historical thinking skills worksheets, which will be used to launch into class discussion. The following HTS Activities will be used (this is not an exhaustive list, only a sampling of types of activities that will be used):

- Inductive Learning – students take random, disparate, unorganized terms and create an organization by figuring out a grouping for them they could use to support answering an essay question on that topic. HTS will count as a daily grade.
- Deductive Learning – students take a broad topic and create specific details that they could use to support answering an essay question on that topic.
- Six Degrees of Separation – students are given six specific events from that unit; they then connect each random event with an explanation. Students then decide whether there is more continuity or change within the six events.
- Defining the Period – students are given a historical period, they then come up with a start date / event and an end date / event, explaining why they selected the ones they did. Students then come up with specific characteristics which define that period, then come up with characteristics which go against the common conception of that period.
- Cause and Effect – students come up with causes and effects of specific events, then order them in terms of importance.
- Chronological Reasoning – students are given a set of 15 random events, they are required to put 10 of them in order. Students then explain how each event caused the next event to happen.
- Compare and Contrast – students fill in a Venn diagram comparing similarities and differences between multiple people, places, or things.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Source: AP College Board - World History: Modern

Course Outline:

Every three weeks we will cover one chapter a week in your textbook. Students are expected to read the assigned chapter for each week. Reading is essential to have the requisite knowledge for tests and to take part in the class participation reflected in the historical thinking skills and writing that round out each chapter's study. Additional reading will also be assigned either from the primary and secondary readings that are applicable to the chapters being studied. Each week will consist of reading homework, class lecture, in class application of historical thinking skills, writing practice, and a chapter test. At the end of three chapters, students will take a 55 question multiple choice test. A detailed schedule will be provided that covers each nine week grading period. It is subject to change. The schedule will be the official schedule for this course. If changes are required a new nine week schedule will be published and handed out.

Class Discussion: During each unit students will participate in a Socratic Class Discussion. Students will be provided with a set of five or six critical thinking questions (with connections to the Learning Objectives), prior to reading the chapter. Students will then come to class prepared to discuss those questions in depth. Students will be required to take notes over each chapter.

Additional Activities: Students will participate in a small group seminar or a class debate over a number of both primary and secondary source readings. Class Discussions and Small Group Seminars will count as a daily grade.

Assessments:

- **Unit Test:** For each unit, students will take either a multiple-choice test or an essay test. The multiple-choice test will utilize questions which focus on factual recall of information from the unit. An essay test will cover an important theme or issue discussed in that particular chapter.

Every few weeks there will also be a Super Test covering three chapters from the text book. The test will consist of multiple-choice test questions on the AP Exam. These involve a stimulus, such as a written passage, picture or art work, or graph with multiple-choice questions grouped in sets, and be centered on the Conceptual Framework.

- **Quick Writes:** In order to be ready to take AP History courses, students must be prepared to write essays in historical format. This requires students to create a Thesis Statement from a prompt which takes a stand to answer the question. Students will learn how to write a Thesis Statement and support it with historical evidence in order to write a Long Essay or a Document Based Question Essay. The emphasis here is writing a satisfactory Thesis Statement and providing evidence in the form of bullet points and not writing a full multi-page essay. A Quick Write builds a roadmap with the Thesis being the guide for the essay and supported with relevant historical facts that would be used in explaining the answer to the prompt. Quick Writes will be incorporated into weekly lessons with at least two per nine week grading period. Quick Writes will count as daily grades.

- **Essays (LE's and DBQ's):** Students will write in-class formal timed essays, both Long Essays and Document Based Questions. Students will also practice writing by doing "Quick Writes" as described above. These require students to brainstorm prompts, outline their essays, and construct a thesis statement, as well as provide historical evidence to support their Thesis. Students will also practice writing by doing "DBQ Breakdowns" about once a unit. These require students to engage with documents similar to what would be found on a DBQ, assessing the following for each document: point of view, purpose, historical context, and intended audience.

These essays will be graded according to the AP guidelines. Essays will be counted in the test category as 1 test grade.

The AP Rubric will be used in grading essays. The following scale will be used for the DBQ:

7=100% 6=93% 5=86% 4=79% 3=72% 2=65% 1=58% 0=0%

The AP Rubric will be used in grading essays. The following scale will be used for the Long Essay:

6=100% 5=92% 4=84% 3=76% 2=65% 1=60% 0=0%

- **Short Answer (SAQ's):** For each chapter students will answer at least one short answer question. These will normally be once every three weeks, as warm-up activity. SAQ's will count as daily grades.
- **Semester Exams:** The first semester exam will be comprehensive. There will also be a semester exam in May.

Homework and Makeup Procedures:

You are expected to read all material by the beginning of the class discussion sessions. Article Reviews will be completed prior to class for which that material is assigned since you will use them during the discussion.

Students who have excused absences will have one day for each day missed to turn in work. After this time, it will be penalized. It is your responsibility to see me for any missed work. If you do not turn in work within the one day time period, it will not be accepted. Any make up tests will be made up outside of class time and they should be made up within the number of days you had as an excused absence. It is your responsibility to see me before or after school to make arrangements.

If you plan on being gone for a **school activity**, it is your responsibility to let me know **prior** to the day you will be gone. In accordance with district policy this means tests you miss for a school activity must be made up on the day of your return to school unless you have made prior arrangements with me.

Late work will result in a penalty. There is no extra credit in this class.

Classroom Expectations:

I expect each student to be committed to the duties of studentship.

This means you will:

- Arrive in class on time with designated materials.
- Show those who are speaking (including teachers and students) the respect, courtesy, and quiet they deserve.

If you cannot keep up, or are unwilling to commit to the workload, you will need to exit the class. Be sure you know that you can exit the class any time during the first nine weeks and at the end of the first nine-week grading period or at the end of the semester. No other exit times will be considered.

Be aware of the AP policy on cheating. If you are caught cheating (which includes plagiarism or copying another student's homework) you will be immediately removed from the AP course and placed in a regular social studies class. There are NO exceptions to this policy.

Waivers for UIL:

1. Calallen ISD values academic rigor and relevance in student course work and upholds higher standards than UIL in regards to grade exemptions in Advance level course work. Students may be granted a waiver for a nine-week grading period if they fail a Pre-AP/AP/Dual Credit course with a minimum grade of 55 for AP and 60 for Pre-AP. If a student does not meet this requirement, the waiver will not be signed. The waiver must be signed by the teacher in order to obtain principal approval. Students in Pre-AP/AP courses will not lose eligibility during the first six week grading period (IPR). The waiver will only be granted at the end of a nine-week grading period at the teacher's discretion. NOTE: Some nine week grading periods are eight weeks long and others ten.

2. In order to gain a waiver in AP European History class, the student MUST come in for tutorials. If a student shows that his or her academic work is as important as an extracurricular activity, then the student will be granted a waiver if he or she has fulfilled the following requirements.

A student MUST come to tutorials for a minimum of thirty full minutes three times during the grading period. Obviously, if a student is failing his or her coming in for more than this minimum help would be beneficial.

3. Students can come in for help Monday, Tuesday, Thursday and Friday from 7:45 AM to 8:15; after school Monday through Friday from 4:10 to 5:00. I will stay later in the afternoon, but that must be arranged by the student. If I must be absent for an unforeseen reason on a day a student was scheduled to come in, the student will not be penalized for not having three tutorial sessions. Only scheduled sessions will receive this exemption in case of my absence, walk-ins will not be excused. It would be best to make arrangements ahead of time so I know a student is coming in for help. A student requiring help should be prepared to discuss what he or she is having difficulty with or does not understand. The student should not expect the re-teaching of a whole lesson. Taking a make-up test or coming in for a test review does not count as receiving tutorial help. If a student comes in, but only sits in the classroom without interacting with the teacher and gets no help it does not count as receiving tutorial help.

4. If three tutorial sessions within the nine week grading period are not completed a Waiver will not be granted.

WHAP - Tentative Course Calendar

Dates/Assignments subject to change

Q1	Syllabus & Intro	Q3	Period 3 Unit 5 Exam
	Period 0		Period 3 Unit 6
	Period 0 Test		Period 3 Unit 6
	Period 1 Unit 1		Period 3 Unit 6 Exam
	Period 1 Unit 1		Period 4 Unit 7
	Period 1 Unit 1 Exam		Period 4 Unit 7
	Period 1 Unit 2		Period 4 Unit 7
	Period 1 Unit 2		Period 4 Unit 7 Exam
	Period 1 Unit 2 Exam		Period 4 Unit 8
Q2	Period 2 Unit 3	Q4	Period 4 Unit 8
	Period 2 Unit 3		Period 4 Unit 8 Exam
	Period 2 Unit 3		Period 4 Unit 9
	Period 2 Unit 3 Exam		Period 4 Unit 9
	Period 2 Unit 4		Period 4 Unit 9 Exam
	Period 2 Unit 4		AP Exam Review
	Period 2 Unit 4 Exam		AP Exam Review
	Period 3 Unit 5		AP EXAM - May 7th
	Period 3 Unit 5		Group Projects & Review
	Semester Exam Review		Individual Projects & Review
	Semester Exams		Final Exam