# AP World History Modern
# 26-27 - 10th Syllabus

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## WHAT IS AP (ADVANCED PLACEMENT)?

AP courses aim to teach students the skills and information needed to pass an end of year exam given by College Board. Any student that receives a score of three (or above) on College Board's five-point grading system typically receives college credit by most public colleges.

Moreover, regardless of exam score, many colleges and universities view participation in the AP program as a sign of a motivated student. The course is advanced not only in reading and writing, but in the depth of the material. Students taking this course will learn at an accelerated pace and must exhibit responsibility, good work ethic, and a drive to learn in order to achieve college readiness skills and (potential) college credit.

## COURSE DESCRIPTION

Students of Advanced Placement World History: Modern will study and explore important events, people, and developments from throughout the world. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. All course work will meet/exceed the Texas standards, as well as those set by the College Board and the mission statement of YWLA. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis, taking into account the diversity of students' academic capabilities.

In this Advanced Placement course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion is of the utmost importance**. We will practice writing Short Answer, Document Based Questions, and Long Essay Questions in preparation for the AP exam. The goal is to provide students with the opportunity to earn college credit while preparing those students for the challenges of the university.**

This course will focus on the AP World History Course Themes, as well as the four Historical Thinking Skills. The themes listed below identify the broad **patterns and processes that explain change and continuity over time. Students must be able to** view history through common themes and traits. The below themes allow students to relate different periods and regions to each other, as well as analyze the key concept of change and continuity over time. **Course themes serve as the foundation for all assigned reading, writing, and presentations.**

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## COURSE ACTIVITIES

Below you will find descriptions of the most common activities that students will participate in during the course of each semester.

**Socratic/Harkness Discussion/Lecture/Video Notes**

Students will be expected to research, present their findings, and take notes of information presented. A portion of most class sessions will be dedicated to these presentations and note taking. Presentations and lectures are intended for contextual information/supplemental instruction. It will not cover all items in student reading and activities. Students will use Heimler CED topic review videos on youtube to complete some assignments to introduce them to this supplement that will help in making a good score on our AP exams. It is essential that students come prepared having done their reading, research, ready to listen, ask questions, and make thoughtful contributions to in-class discussions.

**Primary and Secondary Source Analysis**

Students will analyze and interpret both primary and secondary source materials – written documents, images, maps, and charts/tables – in the context of the AP World History themes and key concepts. Analyzing primary and secondary sources will prepare students for the AP World History exam, where they will be expected to complete a Document Based Question (DBQ), using a variety of historical documents and sources. Identifying author points of view will also be an important aspect of document interpretation.

Examples of sources that could be used:

- Description of Tenochtitlan (text)
- The Four Noble Truths of Buddhism (text)
- WWI and WWII Propaganda (posters)
- Ibn Battuta's Travels in Africa (text)
- Black Death and population (graph)
- Magna Carta (text)

**Writing Practice**

For the AP Exam, students are required to write Short Answer essays (SAQ's), a DBQ (Document-based question) essay, and a Long Essay (LEQ). Writing practice will include formulating thesis statements, outlining content, creating arguments, and analyzing document sources.

- Students will write multiple DBQ essays that include written and visual sources, as well as maps, charts, and graphs.
- Students will write multiple Short Answer essays.
- Students will write multiple Long essays.

**Quizzes**

Quizzes will typically assess reading comprehension, key vocabulary terms, map locations, and/or writing skills.

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**Tests/Progress Checks**
At the completion of each unit (1-9), students will be assessed over content knowledge, as well as the ability to synthesize and discuss information according to the AP Historical Thinking Skills. Tests will typically be a mixture of multiple-choice, short answer, essays, and/or matching.

**GRADES** 2026-2027 Student Handbook

| | |
|---|---|
| Major (Tests, Projects, Writing) | 60% |
| Minor (Notes, Daily Work) | 40% |

**Classroom Resources**

- Strayer - Ways of the World (Textbook)
- Collegeboard CED
- AP Classroom (Progress Checks, Writing, etc.)
- Google Classroom (Notes, Guides, Writing Samples)
- Heimler Videos on Youtube
- Crash Course World History on Youtube
- Oversimplified on Youtube
- Variety of Primary/Secondary Sources (most selected by Collegeboard)
- Teacher Created Materials

**AP World History Exam**
The 2026-2027 ***AP World History Exam will be on Thursday May 6, 2027 at 8AM***. A score of 3, 4, or 5 will earn students' college credit at most public universities. The AP exam has no effect on semester grades. More information will be provided as the examination date gets closer. You may also visit the College Board website http://www.collegeboard.com/student/testing/ap/about.html, to learn more about the exam. Students must review materials both in and out of class in order to do well on the test. It is recommended that students obtain a review book for the AP World Exam.

**COURSE OBJECTIVES AND TOPICS**
The topics listed below here are merely a guide for the course. Course topics will not be limited to only those listed here. Units, outcomes, and key concepts are based on the College Board AP World History curriculum framework (http://apcentral.collegeboard.com) Please note that this course uses the chronological designations B.C.E. (Before Common Era) and C.E. (Common Era).

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| Unit | Exam Weighting |
|---|---|
| Unit 1: The Global Tapestry | 8%–10% |
| Unit 2: Networks of Exchange | 8%–10% |
| Unit 3: Land-Based Empires | 12%–15% |
| Unit 4: Transoceanic Interconnections | 12%–15% |
| Unit 5: Revolutions | 12%–15% |
| Unit 6: Consequences of Industrialization | 12%–15% |
| Unit 7: Global Conflict | 8%–10% |
| Unit 8: Cold War and Decolonization | 8%–10% |
| Unit 9: Globalization | 8%–10% |

**Unit I – The Global Tapestry (c.1200-c. 1450)**
Outcomes: ● Students will examine a broad context of early history up to c. 1200 ● Students will examine developments in East Asia, Dar-al-Islam, South and Southeast Asia, Africa, and Europe from 1200-1450 ● Students will make a historically defensible claim using comparison from the time period
Key Concepts: Song Dynasty, Dar-al-Islam, Africa, feudalism

**Unit II – Networks of Exchange (c. 1200-c. 1450)**
Outcomes:● Students will explain the causes and effects of growth of networks of exchange after 1200 ● Students will explain the process of state building and decline in Eurasia over time ● Students will explain how the expansion of empires influenced trade and communication over time ● Students will explain the significance of the Mongol Empire in larger patterns of continuity and change ● Students will explain the similarities and differences among the various networks of exchange in this era
Key Concepts: Black Death, explorations, Silk Roads, Trans-Sahara and Indian Ocean Trade, Mongols

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**Unit III – Land Based Empires (c. 1450-c. 1750)**
Outcomes● Students will explain how and why various land based empires developed and expanded from 1450 to 1750 ● Students will explain how rulers used a variety of methods to legitimize power ● Students will explain continuity and change within various
Key Concepts: Empires, expansion, Protestant Reformation

**Unit IV –Transoceanic Interconnections c. 1450 to c. 1750**
Outcomes: ● Students will explain how cross cultural interactions resulted in diffusion of technology, trade, and travel ● Students will describe the role of states in the expansion of maritime exploration ● Students will explain the causes and effects of the belief systems ● Students will compare methods by which empires increased influence from 1450 to 1750 ● Students will compare the methods by which various empires increased their influence from 1450-1750 Columbian Exchange ● Students will explain how social categories, roles, and practices have been maintained or have changed over time.

**Unit V – Revolutions c. 1750 to c. 1900**
Outcomes: ● Students will explain the intellectual and ideological context of revolutions in this time period ● Students will explain how the Enlightenment impacted Europe over time ● Students will explain causes and effects of revolutions, including state, intellectual, and industrial revolutions ● Students will explain the extent to which industrialization brought change in this period
Key Concepts: ● Industrialization, nationalism, expansion

**Unit VI – Consequences of Industrialization**
Outcomes: ● Students will examine the causes and effects of imperialism ● Students will explain internal and external factors influencing state building and changes ● Students will explain how various economic and environmental factors contributed to the development of the global economy and patterns of migration ● Students will explain the relative significance of the effects of imperialism from 1750 to 1900
Key Concepts: Imperialism, Rebellions, Colonialism

**Unit VII - Global Conflict (c. 1900 to the present)**
Outcomes: ● Students will explain the causes and effects of WWI ● Students will explain the causes and effects of WWII ● Students will explain the various causes and consequences of mass atrocities in the period from 1900 to the present ● Students will explain the relative significance of the causes of global conflict in the period 1900 to the present
Key Concepts: ● MAIN, WWI, Global Depression, Treaty of Versailles, Fascism, WWII, Genocide

**Unit VIII - Cold War and Decolonization (c. 1900 to the present)**
Outcomes: ● Students will explain the context, causes, and effects of the ideological struggle of the Cold War ● Students will compare methods of the US and USSR in maintaining influence

during the Cold War ● Students will explain the causes and effects of China's adoption of communism and of communism itself ● Students will explain how various peoples pursued independence after 1900 and how those movements led to territorial, demographic, and nationalist developments ● Students will explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres

Key Concepts: ● Terrorism, migration, creation of new states such as Israel, Korean War, Kwame Nkrumah

**Unit IX - Globalization (c. 1900 to the present)**

Outcomes:

● Students will explain how the development of new technologies changed the world ● Students will explain how environmental factors impacted human populations over time ● Students will explain the continuities and changes of economy, society, globalization, and interactions over time

Key Concepts: ● Reggae, Bollywood, World Cup Soccer, Facebook, Coca-Cola, the Olympics

**OPTIONAL Materials for class (Yet highly recommended)**

- **The Princeton Review, *AP World History Modern Exam*** – a great way to study vocabulary terms, as well as other historical information. Make sure you have a way to keep your notes together and organized
- Lined, college-ruled paper or notebook (students may use for notes or use the handouts in class, *materials can be retained electronically*)
- Multi-ink pen (ex. BIC four colored pen) - useful for annotating, highlighters
- **Access to a World Atlas** – this could be in the form of a paper atlas, or online resources. While this is not a geography class, knowing and understanding where places are in the world will enhance student understanding of the historical interactions and content. We will identify on a map the areas we are studying.