

What is this course about?

In AP World History: Modern, you will investigate significant events, individuals, developments, and processes from 1200 to the present. You will 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 you will 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. AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

How do I contact the teacher?

Mr. Justin Jones, MSE
justin.jones@ucps.k12.nc.us
704.290.1520 x. 5619
Office hours: 3:00–3:30 (T, H)

What do I need for class?

1. Blue or black ink pens
2. Three-ring binder
3. Note cards for vocabulary
4. Composition notebook

What else should I have?

1. Highlighters
2. Post-it notes
3. Note card holder
4. Colored pencils/markers

What books do we use?

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 5th ed. AP Edition. New York: Pearson Longman, 2007. Textbook

AMSCO® *World History: Modern [1200-Present]*. Advanced Placement Edition. Des Moines, IA: Perfection Learning, 2019. Coursebook

Stearns, Peter N., ed. *World History in Documents: A Comparative Reader*. 2nd ed. New York: New York University Press, 2008. Primary-source reader

How are the assignments graded?

Description of Assignments for the Course	Points	%
Unit Exams (115 points)	460	46.0%
Unit Vocabulary (15 points)	135	13.5%
Research Paper (115 Points)	115	11.5%
Book Project (100 points)	100	10.0%
Unit Overview/FRQ Prep/Topic Assignments	90	9.0%
Discussion Forums (10 points)	50	5.0%
FRQs (10 points)	50	5.0%
Total Points	1000	

Grading Scale

A = 900 – 1000
B = 800 – 899
C = 700 – 799
D = 600 – 699
F = under 600

Is this syllabus subject to change?

The standards and requirements set forth in this syllabus may be modified at any time based on the needs of the class. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas page. This syllabus contains the policies and expectations established for AP World History: Modern. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

How are grades calculated?

All grades issued on report cards are cumulative in nature. While always remaining open to questions and concerns, I am the final arbiter of all grades. Extra credit may be made available throughout the year but is not guaranteed. Extra credit is non-negotiable and will not be assigned according to personal need and/or desire.

What are the classroom rules?

1. Follow all MRHS and UCPS policies.
2. Be respectful of yourself, others, and property.
3. No food or drink in class.
4. Use of electronic devices is prohibited in class.

What is the discipline policy?

Any or all of the following consequences will apply to you if you choose to not follow the rules:

Verbal warning	Parent contact
After school detention	Office referral

What are the course requirements?

- You will be required to come to class prepared every day. Being a prepared AP World History: Modern student means you will have your notebook, Chromebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day. Your textbook must have a cover.
- You will be utilizing the Canvas online learning platform as an enhancement to the learning environment. Students who want to be successful in the course will visit the Canvas site every day to check for class announcements, complete assignments, and connect with other classmates.
- You will be required to complete daily journal writing on various topics. In addition, you will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- You will be required to read almost every night. This is a very "reading intensive" course and it is imperative that you keep current with all required readings to be prepared for class and the AP exam.
- You will be required to follow an honor code of academic integrity. At no point during the semester will cheating, plagiarism, or any other type of academic dishonesty be tolerated. Consequences for violating the code of academic integrity will be severe. Refer to your student handbook for further clarification. Required papers for this course may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

What about the AP Exam?

The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework.

Date: May 14, 2020

Time: 8:00 am

Location: TBA

Format: The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

All students enrolled in this course are expected to take the AP exam in May. Students not taking the exam will not receive the additional quality point associated with AP courses and will only receive honors credit.

Will I be treated with respect?

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or for any other reason, may constitute a violation of UCPS Board of Education Policy 4-7, Prohibition Against Unlawful Discrimination, Harassment, Bullying (Students). Any student suspected of engaging in such conduct will be referred to administration.

Can I record in class?

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by an IEP or 504 Plan do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited. Recordings made by the instructor are for teaching and assessment purposes only and will not be distributed without student permission.

How does Mr. Jones approach this class?

I tend to use a hybrid approach to my teaching, balancing traditional methods such as lecture and group discussion with newly available resources like forums and social media. The material in AP World History: Modern is complex and our time is limited, so I do not intend to try and cover the material in detail. I will focus on the “big picture” and look for connections among different historical periods. You are an AP student – I am expecting that you can take care of your own learning using the required readings and assignments. My goal for each of you is to not only pass the AP exam in May, but also to further sharpen your historical thinking skills to be successful in college. I base a lot of my class off of what is provided by College Board and what you will see on the AP exam in May. The essays you write in this class come from older AP exams, both released and unreleased. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

How are AP Exam grades calculated?

The Readers’ scores on the short answer questions and free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP Grade Qualification	
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course.

AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college.

AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college

Are there any common themes to what we will learn this year?

Throughout the AP World History: Modern course, six themes will serve as the connective tissue of the course and will enable you 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 will help you to develop deeper conceptual understanding. These six themes as provided by College Board are as follows:

Humans and the Environment (ENV)

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

Cultural Developments and Interaction (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.

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.

Economic Systems (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

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.

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

How will this class teach me to think critically?

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. Below are the disciplinary practices and reasoning skills that students should develop in all AP history courses.

Every AP World History exam question will assess one or more of these practices and skills.

Developments and Processes

Identify and explain historical concepts, developments and processes.

Sourcing and Situation

Identify and explain the significance of a source's point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.

Claims and Evidence in Sources

Identify and describe a claim and/or argument in a text- based or non-text-based source as well as the evidence used in a source to support an argument, compare the arguments or main ideas of two sources, and explain how claims or evidence support, modify, or refute a source's argument.

Contextualization

Identify and explain how a specific historical development or process is situated within a broader historical context.

Making Connections

Using historical reasoning processes (comparison, causation, continuity and change) to identify analyze patterns and connections and explain how a historical development or process relates to another historical development or process.

Argumentation

Make and support a historically defensible claim while explaining how specific examples of historically relevant evidence support an argument, use historical reasoning to explain relationships among pieces of historical evidence, and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument, including explaining nuance of an issue by analyzing multiple variables, relevant and insightful connections within and across periods, the relative historical significance of a source's credibility and limitations, and/or how or why a historical claim or argument is or is not effective.

AP History Reasoning Processes

Reasoning processes describe the cognitive operations that you will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline.

Comparison: Describe and explain the relative historical significance of relevant similarities and/or differences between specific historical developments and processes.

Causation: Describe and explain the relative historical significance of the relationship between primary and secondary causes and between short- and long-term effects of, and how a relevant context influenced, a specific historical development or process.

Continuity and Change: Describe and explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did, and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. Each of these elements is addressed in the rubrics for the Document Based Question (DBQ) and Long Essay Question (LEQ).

How is an AP World History DBQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>
Evidence		
1 pt	Uses the content of at least three documents to address the topic of the prompt.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i>
1 pt	Supports an argument in response to the prompt using at least six documents.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
1 pt	Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
Analysis and Reasoning		
1 pt	For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, a response must demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>• Explaining nuance of an issue by analyzing multiple variables</i> <i>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> <i>• Explaining relevant and insightful connections within and across periods</i> <i>• Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

How is an AP World History LEQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
Evidence		
1 pt	Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>
1 pt	Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn this point, the response must use specific historical evidence to support an argument in response to the prompt.</i>
Analysis and Reasoning		
1 pt	Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>Explaining nuance of an issue by analyzing multiple variables</i> <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> <i>Explaining relevant and insightful connections within and across periods</i> <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

How important is reading in this course?

In order to make the reading of history more satisfying and more purposeful, you must make an effort. This means that you must have a general sense of the subject matter. You can't just jump into a text and expect to get much out of it especially if the subject matter is genuinely foreign to you. If you do just jump in, you will quickly become lost as the information presented will make little sense. You may also want to take notes from your readings. While this technique will improve your chances for greater understanding, you may find yourself spending a great deal more time on your assignments, perhaps more time than was intended or really needed. Ask yourself why the reading was assigned and work from there. If you insist on taking notes from the text it is perhaps best to organize them into outline format based on the course learning objectives; otherwise you will just be rewriting the book.

What kind of assignments will I have to complete this year?

Book Project: You will complete one of the following. Your choice must be made by October 1, 2019. Book Projects B and C require at least three students to participate and have a maximum of eight spots available.

(A) *Book Reviews:* Choose two books (written by different authors) from the following selections:

- | | |
|--|---|
| • Charles Mann – <i>1491: New Revelations of the Americas before Columbus</i> | • Mark Kurlansky – <i>Salt: A World History</i> |
| • Felipe Fernández-Armesto – <i>Humankind: A Brief History</i> | • Niall Ferguson – <i>The Ascent of Money</i> |
| • Jack Weatherford – <i>Genghis Khan and the Making of the Modern World</i> | • Peter Frankopan – <i>The Silk Roads: A New History of the World</i> |
| • Jared Diamond – <i>Collapse: How Societies Choose to Fail or Succeed; Guns, Germs, and Steel</i> | • Robert Marks – <i>The Origins of the Modern World</i> |
| • John Darwin – <i>After Tamerlane: The Rise and Fall of Global Empires</i> | • Roger Crowley – <i>1453: The Holy War for Constantinople and the Clash of Islam with the West</i> |
| | • Tom Standage – <i>A History of the World in Six Glasses; An Edible History of Humanity</i> |
| | • William McNeill – <i>Plagues and People</i> |

Begin the book reviews with a **complete and correct** bibliographic citation using Chicago/Turabian format. There is no title for a historical book review. The book review must be 1200-1500 words in the following format: 12 pt. Times New Roman font, double spaced, with one-inch margins. Deviations from this format will result in lost points. You must find a way to tie the book into a discussion we had in class or some other classroom activity.

Your book review must include the following:

- *an introduction to the book and its topic*
- *background information on the author*
- *the basic argument put forth in the book*
- *evidence the author provided to prove the argument*
- *positive and negative aspects of the book*
- *your evaluation of the book*
- *a brief conclusion*

An ideal book review will address the following:

- *sources the author used*
- *the author's methods and research*
- *the clarity, validity, and proving of the thesis*
- *the author's use of evidence*
- *the author's interpretations*
- *how the book reads overall*

Remember, these are book *reviews*, not book *reports*. You must be able to critically analyze what a historian has to say about a particular subject. Review due dates are December 12, 2019 and April 21, 2020.

(B) *Book Portfolio:* You will read a novel or nonfiction book about a specific time period, research that time period, create a DBQ with seven documents relating to the book and time period, exchange DBQs, and then peer grade the essays. Later in the year, we will conduct a seminar to present information about books and time periods.

(C) *Book Club:* We will read Pathfinders: A Global History of Exploration by Felipe Fernández-Armesto and meet regularly to discuss the book, how the author approaches the material, and connections between the book's content, our course, and contemporary life. The culmination is a personal reflection paper due in April.

I choose to complete Book Project _____.

Discussion Forums: You will be required to participate in online discussion forums using the Canvas online learning portal to engage in meaningful discussions to further understanding of the subject material. One of the most exciting and even intimidating aspects of history is the vast amount of primary sources that are available for historians to work with to gain additional insights into the past. To guide you along your discussions, we will be using the text *World History in Documents: A Comparative Reader*, edited by your textbook author, Peter Stearns. Each discussion forum will deal with different topics in world history where you will be required to read a series of primary source documents and answer a question and respond to other classmates.

Free Response Questions: Free response questions written throughout the year that will be either a document-based question or long essay question. The long essay question will assess one of the following historical thinking skills: causation, comparison, or continuity and change over time. All DBQ and LEQ responses must include a thesis statement, contextualization, evidence, and analysis and reasoning. You will be required to meet with me individually during the year to discuss your writing, points of progress, and areas for improvement.

Personal Progress Checks: You will complete the assigned Personal Progress Check (PPC) for each unit on AP Classroom. Completing the Personal Progress Check does not mean answering all of the questions correctly. The Progress Checks only exist to help you and me see where the biggest areas of improvement are. Students who submit quality written reflections on their successes and shortcomings on each unit's progress check may receive bonus points on the corresponding unit exam. Reflections must be submitted by the end of the unit for credit.

Research Paper: A key component in any history class is the ability to research a particular topic, synthesize information from various sources, and reach a conclusion that either proves or disproves an individual thesis. Effective research and writing are skills that not only will be used in future classes in high school, but in life as well. A well-educated citizenry should be aware of the world around them to make informed decisions regarding matters from politics to daily economics.

Your assignment is to pick a topic dealing with World History that interests you and challenges you to think about historical events in a new light. After being assigned a time period on which your topic must come from, you will be responsible for locating primary and secondary resources which will help prove your thesis.

Your paper must be in the range of 2000-2500 words. Anything less or more will be deducted points from the final grade. **The paper must be typed using double-spaced Times New Roman 12 pt. font (not bold) with 1" margins and no additional spaces between paragraphs.** Anything deviating from this standard will be docked points from the final grade. If you have a question about how to format your paper, it is **your** responsibility to ask. References will be footnoted with a works cited page using Chicago/Turabian format. This paper must be turned in on paper as well as electronically. Plagiarism will not be tolerated in any form on this paper and will be given an automatic zero. If you have a question about what is or is not accepted, **ask before you assume anything**.

Topic Assignments: Each day, you will read the assigned AMSCO topic(s) and corresponding Stearns pages, review the key terms and research any terms you are unsure of, use specific information from your readings to answer the essential question(s), and write two questions you wish to discuss with the class the next day.

Unit Exams: You will be assessed on your knowledge of world history throughout the year. The unit exams will be cumulative in nature, and are composed of multiple choice, short answer, and free response questions.

Unit Overview/FRQ Prep: You will complete activities found under "Unit Review" in the AMSCO book. First, write a one-paragraph response to the "Historical Perspectives". Second, for two of the Long Essay questions, identify the following: thesis, historical context, three pieces of specific evidence. Each thesis must be based on one of the three historical reasoning skills: COMP, CCOT, or CAUS. Third, for the Document-based question, you will find the purpose and/or meaning of each document, describe any influence that the author's point of view, audience, or purpose has on four of the documents, identify one piece of outside evidence and historical context, and write a thesis statement that answers the question. Portfolios will not be graded until the unit PPC is completed.

Unit Vocabulary: Using note cards, you will define each of the terms listed, explain its historical context, identify which Learning Objective the term belongs to, and describe a connection to one of the six AP World History: Modern themes. In lieu of notecards, you can opt to be assessed on your knowledge of the vocabulary at the end of each unit via quiz. Quizzed terms can be found in the AMSCO book under "Key Terms" at the end of each topic. Vocabulary notecards are due on the last day of the unit. Vocabulary quizzes will take place on this day as well. Learning Objectives, AP World History: Modern themes, and a sample notecard can be found on Canvas.

When are the discussion forums due?

Forum 0 (Chapters 5, 9)

Initial Post: September 7, 2019

Replies: September 14, 2019

Forum 1 (Chapters 10, 14)

Initial Post: September 21, 2019

Replies: September 28, 2019

Forum 2 (Chapters 12, 13)

Initial Post: October 21, 2019

Replies: October 28, 2019

Forum 3 (Chapters 18, 19)

Initial Post: November 7, 2019

Replies: November 14, 2019

Forum 4 (Chapters 16, 17)

Initial Post: December 7, 2019

Replies: December 14, 2019

Forum 5 (Chapters 21, 22)

Initial Post: January 7, 2020

Replies: January 14, 2020

Forum 6 (Chapters 23, 24)

Initial Post: February 7, 2020

Replies: February 14, 2020

Forum 7 (Chapters 29, 30)

Initial Post: February 21, 2020

Replies: February 28, 2020

Forum 8 (Chapters 28, 31)

Initial Post: March 7, 2020

Replies: March 14, 2020

Forum 9 (Chapters 33, 34)

Initial Post: March 21, 2020

Replies: March 28, 2020

Forum X (Chapters 35, 36)

Initial Post: TBD

Replies: TBD

What are the vocabulary terms required for notecards?

Unit 1

'A'ishah al-Ba'uniyyah
Bhakti movement
Buddhist monasticism
Cahokia
Caliphate
Chaco
Champa rice

Filial piety
Grand Canal
Great Zimbabwe
Hausa kingdoms
House of Wisdom
Khmer Empire
Majapahit

Mamluk Sultanate
Maya city-states
Mesa Verde
Mexica
Nasir al-Din al-Tusi
Neo-Confucianism
Rajput kingdoms

Seljuk Empire
Sinhala dynasties
Srivijaya Empire
Sufism
Sukhothai kingdom
Sunni-Shi'a split
Vijayanagara Empire

Unit 2

Banking houses
Bills of exchange
Camel saddle
Caravans
Chinese Gunpowder
Chinese Paper
Diasporic community

Diffusion
Gujarat
Hindu-Arabic numbering system
Ibn Battuta
Ibn Sina/Avicenna
Kashgar

Khanates
Luxury goods
Marco Polo
Margery Kempe
Muhammad ibn Zakariya al-Razi
Paper money

Pathogen
Samarkand
Sultanate of Malacca
Swahili city-states
Syncretism
Uyghur script
Zheng He

Unit 3

Bureaucratic elites
Catholic Reformation
Divine right (European)
Hard currency
Human sacrifice (Mexico)
Incan sun temple of Cuzco

Mexica tribute lists
Monumental architecture
Mughal Empire
Mughal mausolea and mosques
Ottoman devshirme

Ottoman tax farming
Ottoman-Safavid rivalry
Protestant Reformation
Qing imperial portraits
Safavid Empire
Salaried samurai

Sikhism
Songhai Empire
Versailles
Zamindar tax collection

Unit 4

Ana Nzinga
Artisan
Astronomical charts
Caravel
Carrack
Casta system
Chattel slavery
Compass

Cossack revolts
Domesticated animals
Encomienda
European nobility
Fluyt
Fronde
Gujaratis
Hacienda

Javanese
Lateen sail
Maratha conflict with Mughals
Maroon societies
Metacom's War
Ming China
Mit'a

Omanis
Ottoman timars
Peasant
Pueblo Revolts
Russian boyars
Sephardi Jews
Swahili Arabs
Tokugawa Japan

Unit 5

Adam Smith	Feminism	Maori nationalism	Simon Bolivar
American Revolution	First Industrial Revolution	Mary Wollstonecraft	Stock markets
Balkan nationalism	German and Italian unification	Meiji Restoration	Suffrage
Capitalism	Jean-Jacques Rousseau	Muhammad Ali	Urbanization
Communism	John Locke	Olympe de Gouges	Voltaire
Denis Diderot	Limited-liability corporations	Ottomanism	
Egyptian cotton	Lola Rodríguez de Tió	Second Industrial Revolution	
Enlightened despotism		Seneca Falls Conference	
Enlightenment			

Unit 6

Cherokee Nation	Ghost Dance	Opium Wars	Sokoto Caliphate
Chinese Exclusion Act	Guano	Palm oil	Túpac Amaru II
Commodities	Imperialism	Port of Buenos Aires	White Australia policy
Copper	King Leopold II	Rubber	Xhosa Cattle-Killing Movement
Crimean War	Mahdist wars	Samory Touré	Yaa Asantewaa War
Dutch East India Company	Manifest Destiny	Sepoy Mutiny	Zulu Kingdom
Ethnic enclaves	Migrants	Settler colonies	
	Migration	Social Darwinism	

Unit 7

Armenian Genocide	Greater East Asia Co-Prosperity Sphere	Khmer Rouge Killing Fields	Propaganda
Corporatist economy	Holocaust	League of Nations	Rwandan Genocide
Ethnic violence	Holodomor	Manchukuo	Total war
Fascism	Indian National Congress	Mandates	Totalitarianism
Five Year Plan		New Deal	
Genocide			

Unit 8

Al-Qaeda	Indian National Congress	Non-Aligned Movement	Sukarno
Angolan Civil War	Korean War	Partition of India	UN Resolution 181
Biafra secessionists	Kwame Nkrumah	Proxy wars	White Revolution in Iran
Gamal Abdel Nasser	Mengistu Haile Mariam	Québécois separatists	
Great Leap Forward	Muslim League	Sandinista-Contra conflict	
Ho Chi Minh	NATO/Warsaw Pact	Shining Path	

Unit 9

Alzheimer's disease	Global consumerism	Liberation theology	UN Universal Declaration of Human Rights
Apartheid	Green Revolution	Malaria	US Civil Rights Act of 1965
Association of Southeast Asian Nations (ASEAN)	Greenhouse gases	Multinational corporations	Wangari Maathai
Birth control	Greenpeace	Negritude movement	World Fair Trade Organization
Cholera	Heart disease	North American Free Trade Agreement (NAFTA)	World Trade Organization (WTO)
Deforestation	HIV/AIDS	Tuberculosis	
Ebola	Influenza		
Free market economics	Internet		
	Knowledge economy		

What are the vocabulary terms required for vocabulary quizzes?

Terms for each topic can found at the under the heading “Key Terms By Theme” at the end of each topic in the AMSCO book and may differ from the lists above.

How important is geography in this class?

The AP 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. These two maps will give you a starting point for identifying regions and their locations relative to other regions and landforms. Because geographic naming conventions are not universal, these maps define regions and show the locations and commonly used names of regions that students are likely to encounter on the AP World History Exam. Map 1 (AP World History: World Regions—A Big Picture View) identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. Map 2 (AP World History: World Regions—A Closer Look) identifies various subregions within the five major geographical regions. You will be expected to have a working knowledge of these two maps within the first five days of class.

AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



AP WORLD HISTORY: WORLD REGIONS—A CLOSER LOOK



How do I answer the free-response questions?

The following task verbs are commonly used in the free-response questions:

- Compare: Provide a description or explanation of similarities and/or differences.
- Describe: Provide the relevant characteristics of a specified topic.
- Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.
- Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.
- Identify: Indicate or provide information about a specified topic, without elaboration or explanation.
- Support an argument: Provide specific examples and explain how they support a claim.

How is this course structured?

This course will be covered for the most part in chronological order starting with the year 1200 CE and continuing into the present. Each of our course units will be based on certain historical periods. Periodization is key to understanding the big picture of world history. For the purpose of this course and the AP exam, modern world history is divided into four periods that will be covered in nine units. Each unit will be roughly the time in the course that it will be represented on the AP exam.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to 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.

What will I have to do each day? When are assignments due? When are the tests?

Day 1 – Intro to AP World History

Tentative Date: (B) Tuesday, August 27, 2019

Day 2 – Causation in the Ancient World

Tentative Date: (B) Thursday, August 29, 2019

Reading – AMSCO: P.1; Stearns: 2-7, 30-31

Day 3 – Comparison in the Classical Era of World History

Tentative Date: (B) Tuesday, September 3, 2019

Reading – AMSCO: P.2; Stearns: 32-37, 118-119

Day 4 – Continuity and Change in Afro-Eurasia from c. 600 to c. 1200

Tentative Date: (B) Thursday, September 5, 2019

Reading – AMSCO: P.3; Stearns: 120-125, 340-341

Day 5 – Developments in East Asia from c. 1200 to c. 1450 (*Learning Objective: 1A, 1B, 1C; Theme: GOV, CDI, ECN*)

Tentative Date: (B) Monday, September 9, 2019

Reading – AMSCO: 1.1; Stearns: 260-276, 280-285, 290-298

Assignment(s) Due: Topic 1.1

Day 6 – Developments in Dar al-Islam from c. 1200 to c. 1450 (*Learning Objective: 1D, 1E, 1F; Theme: CDI, GOV, TEC*)

Tentative Date: (B) Wednesday, September 11, 2019

Reading – AMSCO: 1.2; Stearns: 132-135, 139, 152-170, 175-185, 326-328

Assignment(s) Due: Topic 1.2

Day 7 – Developments in South and Southeast Asia from c. 1200 to c. 1450 (*Learning Objective: 1G, 1H; Theme: CDI, GOV*)

Tentative Date: (B) Friday, September 13, 2019

Reading – AMSCO: 1.3; Stearns: 160-170, 293-299

Assignment(s) Due: Topic 1.3

Day 8 – State Building in Africa and the Americas (*Learning Objective: 1I, 1J; Theme: GOV*)

Tentative Date: (B) Tuesday, September 17, 2019

Reading – AMSCO: 1.4, 1.5; Stearns: 173-191, 234-254

Assignment(s) Due: Topics 1.4, 1.5

Day 9 – Developments in Europe from c. 1200 to c. 1450 (*Learning Objective: 1K, 1L, 1M; Theme: CDI, GOV, SIO*)

Tentative Date: (B) Thursday, September 19, 2019

Reading – AMSCO: 1.6; Stearns: 213-232

Assignment(s) Due: Topic 1.6

Day 10 – Comparison in the Period from c. 1200 to c. 1450 (*Learning Objective: 1N*)

Tentative Date: (B) Monday, September 23, 2019

Reading – AMSCO: 1.7; Stearns: 213-219, 224-229

Assignment(s) Due: Unit 1 Portfolio, Unit 1 Vocabulary

Day 11 – The Silk Roads (*Learning Objective: 2A; Theme: ECN*)

Tentative Date: (B) Wednesday, September 25, 2019

Reading – AMSCO: 2.1; Stearns: 118-125, 130, 143-148, 150-152, 157-159, 167-170, 172-174, 177-189, 191, 267-274, 324-325, 327-328, 332-336

Assignment(s) Due: Topic 2.1

Day 12 – The Mongol Empire and the Making of the Modern World (*Learning Objective: 2B, 2C, 2D; Theme: GOV, ECN, CDI*)

Tentative Date: (B) Friday, September 27, 2019

Reading – AMSCO: 2.2; Stearns: 130-131, 141-148, 152-155, 167-169, 185, 202-203, 206-207, 224-228, 266-267, 285-299, 302-321, 327-328, 333-335

Assignment(s) Due: Topic 2.2

Day 13 – Exchange in the Indian Ocean (*Learning Objective: 2E, 2F, 2G; Theme: ECN, CDI, ENV*)

Tentative Date: (B) Wednesday, October 2, 2019

Reading – AMSCO: 2.3; Stearns: 130-131, 143-148, 150-152, 167-169, 184-191, 185, 224-228, 290-299, 302-321, 324-328, 333-335

Assignment(s) Due: Topic 2.3

Day 14 – Trans-Saharan Trade Routes (*Learning Objective: 2H, 2I; Theme: TEC, GOV*)

Tentative Date: (B) Friday, October 4, 2019

Reading – AMSCO: 2.4; Stearns: 130-131, 143-148, 157-159, 167-169, 179-185, 224-228, 290-299, 302-321, 324-328, 333-335

Assignment(s) Due: Topic 2.4

Day 15 – Cultural and Environmental Consequences of Connectivity (*Learning Objective: 2J, 2K; Theme: CDI, ENV*)

Tentative Date: (B) Tuesday, October 8, 2019

Reading – AMSCO: 2.5, 2.6; Stearns: 143-148, 157-160, 157-160, 179-181, 184-185, 215-217, 223-232, 267-269, 271-276, 310-315, 328-332

Assignment(s) Due: Topics 2.5, 2.6

Day 16 – Comparison of Economic Exchange (*Learning Objective: 2L*)

Tentative Date: (B) Friday, October 11, 2019

Reading – AMSCO: 2.7; Stearns: 130, 160-165, 167-169, 175-179, 184-185, 224-228, 302-315

Assignment(s) Due: Unit 2 Portfolio, Unit 2 Vocabulary

Day 17 – Units 0-2 Exam

Tentative Date: (B) Tuesday, October 15, 2019

Day 18 – Empires Expand (*Learning Objective: 3A; Theme: GOV*)

Tentative Date: (B) Thursday, October 17, 2019

Reading – AMSCO: 3.1; Stearns: 326-329, 333-335, 355-366, 372-376, 390-392, 395-397, 407-420, 440-446, 456-479, 491-499

Assignment(s) Due: Topic 3.1

Day 19 – Empires: Administration (Bureaucracy and Taxation) (*Learning Objective: 3B; Theme: GOV*)

Tentative Date: (B) Monday, October 21, 2019

Reading – AMSCO: 3.2; Stearns: 330-333, 370-372, 379-385, 390-398, 400-401, 419-420, 427-429, 459-479, 466-470, 473-477, 495-498

Assignment(s) Due: Topic 3.2

Day 20 – Empires: Administration (Religion and Art) (*Learning Objective: 3B; Theme: GOV*)

Tentative Date: (B) Wednesday, October 23, 2019

Reading – AMSCO: 3.2; Stearns: 330-333, 370-372, 379-385, 390-398, 400-401, 419-420, 427-429, 459-479, 466-470, 473-477, 495-498

Assignment(s) Due: Research Paper Topic/Thesis

Day 21 – Empires: Belief Systems (*Learning Objective: 3C; Theme: CDI*)

Tentative Date: (B) Friday, October 25, 2019

Reading – AMSCO: 3.3; Stearns: 372-375, 466-470, 477-479

Assignment(s) Due: Topic 3.3

Day 22 – Comparison in Land-Based Empires (*Learning Objective: 3D; Theme: CDI*)

Tentative Date: (B) Tuesday, October 29, 2019

Reading – AMSCO: 3.4; Stearns: Chapters 15-22

Assignment(s) Due: Unit 3 Portfolio, Unit 3 Vocabulary, Book Project B: Contextualization

Day 23 – Technological Innovations from 1450 to 1750 (*Learning Objective: 4A; Theme: TEC*)

Tentative Date: (B) Thursday, October 31, 2019

Reading – AMSCO: 4.1; Stearns: 342-355, 376-378, 484-489, 491-496

Assignment(s) Due: Topic 4.1

Day 24 – Exploration: Causes and Events from 1450 to 1750 (Role of States) (*Learning Objective: 4B; Theme: GOV*)

Tentative Date: (B) Monday, November 4, 2019

Reading – AMSCO: 4.2; Stearns: 327-328, 332-337, 350-355, 482-491, 496-499

Assignment(s) Due: Topic 4.2

Day 25 – Exploration: Causes and Events from 1450 to 1750 (Economics) (*Learning Objective: 4C; Theme: ECN*)

Tentative Date: (B) Wednesday, November 6, 2019

Reading – AMSCO: 4.2; Stearns: 327-328, 332-337, 350-364, 482-491, 496-499

Day 26 – Columbian Exchange (*Learning Objective: 4D; Theme: ENV*)

Tentative Date: (B) Friday, November 8, 2019

Reading – AMSCO: 4.3; Stearns: 355-359, 365-366, 414-415, 423-425, 435-440

Assignment(s) Due: Topic 4.3

Day 27 – Maritime Empires Established (State Building) (*Learning Objective: 4E; Theme: GOV, ECN*)

Tentative Date: (B) Wednesday, November 13, 2019

Reading – AMSCO: 4.4; Stearns: 350-364, 407-415, 434-446, 489-492, 499-502

Assignment(s) Due: Topic 4.4

Day 28 – Maritime Empires Established (Labor Systems) (*Learning Objective: 4F, 4G; Theme: ECN, SIO*)

Tentative Date: (B) Friday, November 15, 2019

Reading – AMSCO: 4.4; Stearns: 408-411, 416-419, 421-423, 435-440

Assignment(s) Due: Research Paper Annotated Bibliography

Day 29 – Maritime Empires Maintained and Developed (Economic Strategies) (*Learning Objective: 4H, 4I; Theme: GOV, ECN*)

Tentative Date: (B) Tuesday, November 19, 2019

Reading – AMSCO: 4.5; Stearns: 355-366, 416-423, 435-440, 484-491, 496-499

Assignment(s) Due: Topic 4.5

Day 30 – Maritime Empires Maintained and Developed (Cultural and Social Impacts) (*Learning Objective: 4J, 4K; Theme: SIO, CDI*)

Tentative Date: (B) Thursday, November 21, 2019

Reading – AMSCO: 4.5; Stearns: 350-355, 372, 381-385, 412-413, 419-421, 423-425, 438-446

Day 31 – Internal and External Challenges to State Power from 1450 to 1750 (*Learning Objective: 4L; Theme: GOV*)

Tentative Date: (B) Monday, November 25, 2019

Reading – AMSCO: 4.6; Stearns: 407-415, 428-429

Assignment(s) Due: Topic 4.6, Book Project B: Thesis

Day 32 – Changing Social Hierarchies from 1450 to 1750 (*Learning Objective: 4M; Theme: SIO*)

Tentative Date: (B) Monday, December 2, 2019

Reading – AMSCO: 4.7; Stearns: 379-380, 423-425, 459-463, 473-477, 604-606

Assignment(s) Due: Topic 4.7

Day 33 – Continuity and Change from 1450 to 1750 (*Learning Objective: 4N*)

Tentative Date: (B) Wednesday, December 4, 2019

Reading – AMSCO: 4.8; Stearns: Chapters 16-22

Assignment(s) Due: Unit 4 Portfolio, Unit 4 Vocabulary

Day 34 – Units 3-4 Exam

Tentative Date: (B) Friday, December 6, 2019

Day 35 – The Enlightenment (Intellectual and Ideological Context) (*Learning Objective: 5A; Theme: SIO*)

Tentative Date: (B) Tuesday, December 10, 2019

Reading – AMSCO: 5.1; Stearns: 381-384, 524-526, 552-556, 579-581, 617-622

Assignment(s) Due: Topic 5.1, Research Paper Outline

Day 36 – The Enlightenment (Impact on Societies) (*Learning Objective: 5B; Theme: CDI*)

Tentative Date: (B) Thursday, December 12, 2019

Reading – AMSCO: 5.1; Stearns: 381-384, 516-519, 521-526, 534-535

Assignment(s) Due: Book Project A: Book Review 1

Day 37 – Nationalism and Revolutions in the Period from 1750 to 1900 (*Learning Objective: 5C; Theme: GOV*)

Tentative Date: (B) Monday, December 16, 2019

Reading – AMSCO: 5.2; Stearns: 513-521, 564-572, 574-578, 601-604

Assignment(s) Due: Topic 5.2

Day 38 – Industrial Revolution Begins (*Learning Objective: 5D; Theme: ENV*)

Tentative Date: (B) Wednesday, December 18, 2019

Reading – AMSCO: 5.3; Stearns: 504-511, 513-515, 519-523, 549-555, 619-623, 628-632

Assignment(s) Due: Topic 5.3, Book Project B: Document Selection

Day 39 – Industrialization and Technology of the Industrial Age (*Learning Objective: 5E, 5F; Theme: TEC*)

Tentative Date: (B) Friday, December 20, 2019

Reading – AMSCO: 5.4, 5.5; Stearns: 504-511, 513-515, 519-523, 527-528, 549-555, 619-623, 628-632

Assignment(s) Due: Topics 5.4, 5.5

Day 40 – Industrialization: Government's Role from 1750 to 1900 (*Learning Objective: 5G; Theme: GOV*)

Tentative Date: (B) Tuesday, January 7, 2020

Reading – AMSCO: 5.6; Stearns: 597-604, 617-622, 628-632

Assignment(s) Due: Topic 5.6

Day 41 – Economic Developments and Innovations in the Industrial Age (*Learning Objective: 5H; Theme: ECN*)

Tentative Date: (B) Thursday, January 9, 2020

Reading – AMSCO: 5.7; Stearns: 519-523, 527-529, 554-559, 581-584, 599-600, 606-609

Assignment(s) Due: Topic 5.7

Day 42 – Societal Reactions to the Industrial Economy from 1750 to 1900 (*Learning Objective: 5I, 5J; Theme: SIO*)

Tentative Date: (B) Thursday, January 23, 2020

Reading – AMSCO: 5.8, 5.9; Stearns: 519-529, 544-557, 579-587, 604-605, 618-624, 629-632

Assignment(s) Due: Topics 5.8, 5.9

Day 43 – Continuity and Change in the Industrial Age (*Learning Objective: 5K*)

Tentative Date: (B) Monday, January 27, 2020

Reading – AMSCO: 5.10; Stearns: Chapters 23-27

Assignment(s) Due: Unit 5 Portfolio, Unit 5 Vocabulary, Book Project B: Document Analysis

Day 44 – Rationales for Imperialism and State Expansion from 1750 to 1900 (*Learning Objective: 6A, 6B; Theme: CDI, GOV*)

Tentative Date: (B) Wednesday, January 29, 2020

Reading – AMSCO: 6.1, 6.2; Stearns: 529-534, 541-560, 568-572, 582-583, 586-587, 617-619, 624-632

Assignment(s) Due: Topics 6.1, 6.2

Day 45 – Indigenous Responses to State Expansion from 1750 to 1900 (*Learning Objective: 6C; Theme: GOV*)

Tentative Date: (B) Friday, January 31, 2020

Reading – AMSCO: 6.3; Stearns: 538-541, 542-552, 565-572, 557-559, 565-568

Assignment(s) Due: Topic 6.3

Day 46 – Global Economic Development from 1750 to 1900 (*Learning Objective: 6D; Theme: ENV*)

Tentative Date: (B) Tuesday, February 4, 2020

Reading – AMSCO: 6.4; Stearns: 532-533, 545-546, 549-552, 556

Assignment(s) Due: Topic 6.4

Day 47 – Economic Imperialism from 1750 to 1900 (*Learning Objective: 6E; Theme: ECN*)

Tentative Date: (B) Thursday, February 6, 2020

Reading – AMSCO: 6.5; Stearns: 532-533, 545-546, 549-552, 556, 607-609

Assignment(s) Due: Topic 6.5, Research Paper Rough Draft

Day 48 – Causes of Migration in an Interconnected World (*Learning Objective: 6F; Theme: ENV, ECN*)

Tentative Date: (B) Monday, February 10, 2020

Reading – AMSCO: 6.6; Stearns: 529-534, 541-549, 552-560, 607-609

Assignment(s) Due: Topic 6.6

Day 49 – Effects of Migration (*Learning Objective: 6H; Theme: SIO*)

Tentative Date: (B) Wednesday, February 12, 2020

Reading – AMSCO: 6.7; Stearns: 512-513, 529-534, 541-549, 556-560, 579-581

Assignment(s) Due: Unit 6 Portfolio, Unit 6 Vocabulary

Day 50 – Causation in the Imperial Age (*Learning Objective: 6I*)

Tentative Date: (B) Friday, February 14, 2020

Reading – AMSCO: 6.8; Stearns: Chapters 23-27

Assignment(s) Due: Unit 6 Portfolio

Day 51 – Units 5-6 Exam

Tentative Date: (B) Wednesday, February 19, 2020

Day 52 – Shifting Power After 1900, Causes of and Conducting World War I (*Learning Objective: 7A, 7B, 7C; Theme: GOV, TEC*)

Tentative Date: (B) Friday, February 21, 2020

Reading – AMSCO: 7.1, 7.2, 7.3; Stearns: 534-535, 568-572, 574-578, 584-585, 593-603, 606-610, 619-624, 647-659, 679-689

Assignment(s) Due: Topics 7.1, 7.2, 7.3

Day 53 – Unresolved Tensions After World War I and the Economy in the Interwar Period (*Learning Objective: 7D, 7E; Theme: ECN, GOV*)

Tentative Date: (B) Tuesday, February 25, 2020

Reading – AMSCO: 7.4, 7.5; Stearns: 657-668, 690-702, 709-712

Assignment(s) Due: Topics 7.4, 7.5

Day 54 – Causes of and Conducting World War II (*Learning Objective: 7F, 7G; Theme: GOV*)

Tentative Date: (B) Thursday, February 27, 2020

Reading – AMSCO: 7.6, 7.7; Stearns: 657-668, 677-678, 690-702, 709-720

Assignment(s) Due: Topics 7.6, 7.7

Day 55 – Mass Atrocities After 1900 (*Learning Objective: 7H; Theme: SIO*)

Tentative Date: (B) Monday, March 2, 2020

Reading – AMSCO: 7.8; Stearns: 652-655, 715-716

Assignment(s) Due: Topic 7.8, Book Project B: DBQ and Scoring Guide

Day 56 – Causation in Global Conflict (*Learning Objective: 7I*)

Tentative Date: (B) Wednesday, March 4, 2020

Reading – AMSCO: 7.9; Stearns: Chapters 23-30

Assignment(s) Due: Unit 7 Portfolio, Unit 7 Vocabulary

Day 57 – Setting the Stage for the Cold War and Decolonization (*Learning Objective: 8A, 8B; Theme: GOV, CDI*)

Tentative Date: (B) Friday, March 6, 2020

Reading – AMSCO: 8.1, 8.2; Stearns: 719-729, 734-745, 750-759, 764-771, 775-778, 784-790, 796-802, 812-815

Assignment(s) Due: Topics 8.1, 8.2

Day 58 – Effects of the Cold War (*Learning Objective: 8C; Theme: GOV*)

Tentative Date: (B) Tuesday, March 10, 2020

Reading – AMSCO: 8.3; Stearns: 719-721, 735-745, 750-759, 813-814

Assignment(s) Due: Topic 8.3

Day 59 – Spread of Communism After 1900 (*Learning Objective: 8D, 8E; Theme: ECN, SIO*)

Tentative Date: (B) Thursday, March 12, 2020

Reading – AMSCO: 8.4; Stearns: 823-834

Assignment(s) Due: Topic 8.4

Day 60 – Decolonization and Newly Independent States After 1900 (*Learning Objective: 8F, 8G, 8H; Theme: GOV, ECN*)

Tentative Date: (B) Monday, March 16, 2020

Reading – AMSCO: 8.5, 8.6; Stearns: 657-661, 663-665, 721-723, 727-729, 786-788, 791-792, 796-802, 807-808, 830-835

Assignment(s) Due: Topics 8.5, 8.6

Day 61 – Resistance to Power Structures and the End of the Cold War (*Learning Objective: 8I, 8J; Theme: CDI, GOV*)

Tentative Date: (B) Wednesday, March 18, 2020

Reading – AMSCO: 8.7, 8.8; Stearns: 657-663, 694-697, 762-765, 804-807, 839-846, 854-856

Assignment(s) Due: Topics 8.7, 8.8

Day 62 – Causation in the Age of the Cold War and Decolonization (*Learning Objective: 8K*)

Tentative Date: (B) Monday, March 23, 2020

Reading – AMSCO: 8.9; Stearns: Chapters 28-35

Assignment(s) Due: Unit 8 Portfolio, Unit 8 Vocabulary

Day 63 – Technological Advances and Limitations After 1900 (*Learning Objective: 9A, 9B, 9C; Theme: TEC, ENV*)

Tentative Date: (B) Wednesday, March 25, 2020

Reading – AMSCO: 9.1, 9.2, 9.3; Stearns: 673-677, 741-743, 746-748, 788-792, 801-802, 827-828, 861-864, 868-869, 871-874, 875-876

Assignment(s) Due: Topics 9.1, 9.2, 9.3

Day 64 – Economics in the Global Age (*Learning Objective: 9D; Theme: ECN*)

Tentative Date: (B) Friday, March 27, 2020

Reading – AMSCO: 9.4; Stearns: 735-745, 767-769, 775-779, 792-797, 823-830, 834, 841-844, 852-857, 860-864, 868-876

Assignment(s) Due: Topic 9.4, Research Paper

Day 65 – Calls for Reform and Responses After 1900 (*Learning Objective: 9E; Theme: SIO*)

Tentative Date: (B) Tuesday, March 31, 2020

Reading – AMSCO: 9.5; Stearns: 737-743, 745-750, 774-775, 778-781, 788-792, 804-808, 816-823, 841-844, 847-852, 864-875

Assignment(s) Due: Topic 9.5, Book Project B: Final Portfolio

Day 66 – Globalized Culture, Institutions, and Resistance After 1900 (*Learning Objective: 9F, 9G, 9H; Theme: CDI, GOV*)

Tentative Date: (B) Thursday, April 2, 2020

Reading – AMSCO: 9.6, 9.7, 9.8; Stearns: 719-721, 864-871

Assignment(s) Due: Topics 9.6, 9.7, 9.8

Day 67 – Continuity and Change in a Globalized World (*Learning Objective: 9I*)

Tentative Date: (B) Monday, April 6, 2020

Reading – AMSCO: 9.9; Stearns: Chapters 30-36

Assignment(s) Due: Unit 9 Portfolio, Unit 9 Vocabulary

Day 68 – Units 7-9 Exam

Tentative Date: (B) Wednesday, April 8, 2020

Day 69 – Research Paper Presentations

Tentative Date: (B) Tuesday, April 21, 2020

Assignment(s) Due: Book Project A: Book Review 2

Day 70 – Research Paper Presentations

Tentative Date: (B) Thursday, April 23, 2020

Assignment(s) Due: Book Project C: Personal Reflection Paper

AP Exam Review – Monday, April 27, 2020 – Wednesday, May 13, 2020

AP Exam Debrief/Exit Project – Friday, May 15, 2020 – Friday, May 29, 2020

AP Access and Equity Policy Statement

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

What are the classroom procedures?

1. Upon entering the classroom, you will: (a) place cell phone in the phone holder by the door; (b) be in your seat when the bell rings; (c) place homework in the In Basket and remove graded assignments from the Out Basket; (d) have materials ready for the day: pen, pencil, textbook, notebooks; (e) begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, you will: (a) present a valid hall pass signed by an administrator or teacher OR (b) report to the Student Management Center (SMC) within 5 minutes; (c) remember that any missed assignments are your responsibility to complete within 3 days.
3. Electronic devices such as Chromebooks, laptops, and tablets may only be used in the classroom when given express permission from the teacher. Use at any other time is prohibited and grounds for disciplinary action. Students must follow UCPS acceptable use policies at all times.
4. When leaving and/or entering the classroom, you will: (a) receive a pass to enter the hallways; (b) sign the Sign In/Sign Out Sheet; (c) record and initial the Time In - failure to comply will result in the loss of pass privileges. When there is a need to sharpen a pencil, you will: (a) raise your hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the table in the corner of the room.
5. When a school announcement is made, you will: (a) freeze; (b) listen to the announcement. When an emergency alert sounds, you will: (a) line up as quietly and quickly as possible; (b) follow the established route; (c) meet at the appropriate place for attendance to be taken and further instructions given.
6. When turning in work, you will: (a) use the following heading on all work - Name, Date, Period; (b) number the question(s); (c) copy the question(s); (d) answer in complete sentences (e) place assignment in the In Basket of the appropriate period; (f) remember that all work turned in must be in your own words. Plagiarism or any form of cheating will not be tolerated for any assignment. Consult your handbook for consequences. If you have a question about your work, ask, don't assume; (g) assignments will be returned to you via the Out Basket; (h) homework is due at the beginning bell of class – it will **not** be accepted late for any reason – please remember to refer to the syllabus and calendar for due dates.
7. When you are returning from an absence, you will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check for any missing handouts.
8. When you might miss a test, you will: (a) communicate with the teacher BEFORE the test; (b) schedule a make-up test – you have five days to make up a test (it is your responsibility to schedule any makeup work or tests). Only students whose absences have been cleared by the teacher in advance or are accompanied by a doctor's note will be able to make up a test.
9. When the class has ended, you will: (a) remain at your desks until dismissed – **the bell does not dismiss you**; (b) look around the room – always leave the class cleaner than when you arrived.

Advanced Placement courses are not for everyone, or not for all students in all subjects. Participation in AP courses means less time for other activities and courses. You should know that while many colleges offer advanced standing or credit for AP courses, others do not. The decision to take an Advanced Placement course should be based solely on what is best for the whole student, not on competition among students or a desire to have a flawless résumé. You will be challenged in this course more than any previous course.

As with any class in high school, there is only success when all three parties (students, parents/guardians, and teachers) work together for success. As a high school student and also a member of an Advanced Placement course, only you are responsible for your own actions and your attitude. A positive attitude will take you far in this class. I look forward to working with you this year in AP US History. I am available to answer your questions or to work one on one with you by appointment or during SMARTLunch sessions. Group Q&A sessions are highly encouraged as well. Together, I know that we can have a successful semester. Please remember that the keys to success are effort, enthusiasm, perseverance, respect, and responsibility. Please sign this syllabus and keep it in your notebook at all times.

Student Signature

Parent/Guardian Signature

Teacher Signature