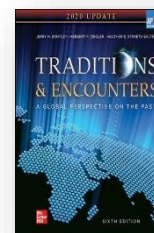




**2021 – 2022**  
**AP World History Syllabus**  
Willowridge High School  
AP World History: Modern



**Teacher:** Elizabeth Marion

**School Phone:** (281) 329-2416

**E-mail:** [elizabeth.marion@fortbendisd.com](mailto:elizabeth.marion@fortbendisd.com)

**Tutorials: Tuesdays and Thursdays 2:45 p.m. -3:30 p.m.**

*“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” — Michael Crichton*

*“The fundamental missions of historical study are precisely to analyze, understand, and explain the world and its development through time. — Jerry Bentley, Ph.D.”*

### Course Description:

The Advanced Placement World History: Modern (WHAP) is a challenging full year course that explores the year 1200 to the present day. WHAP is considered the equivalent of a semester college survey course in Modern World history (equal three credits). In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

The course is designed to prepare students for the College Board's AP World History Exam given nation-wide in May. Students who pass the exam (score of 3, 4, or 5) *may* earn college credits. Most colleges will award THREE college credits for successfully scoring on those levels on the test (equivalent to World History II (Modern World History)). That sets this course apart from an academic course is extensive reading of college-level texts, combined with a heavy emphasis upon analytical skills that include forming and substantiating various historical hypotheses, as well as in-depth work with historical documents. This course counts for student's World History graduation requirement, set by Texas Education Agency (TEA).

### Textbook/Readings

#### **Primary Textbook**

- Bentley and Ziegler, (2011). Traditions and Encounters: A Global Perspective on the Past. New York: McGraw Hill, 5<sup>th</sup> Edition Hardcover/6<sup>th</sup> Edition Online

#### **Supplementary Text** (Students Do Not Need Own Copy)

- AMSCO. World History: Modern: Preparing for the Advanced Placement Examination (2019 & 2020 Edition). Perfection Learning, 2019.

#### **Primary Source Reader** (Students Do Not Need Own Copy)

- Stearns, Peter. Documents in World History Volumes I and II (6<sup>th</sup> Edition). New York: Pearson, 2011.

Supplemental readings will be handed out with each unit of study and will come from a variety of sources.

### Grading/Evaluation:

Fort Bend ISD Grading Scale		Teacher's Grading Structure – Marking Period	
100% - 90%	A	Major Grade Assessments – 50%	Tests / Exams / Bentley Chapter Reading Guides / AP Writing / Break Assignments / Schoology Assignments
89% – 80%	B		
79% – 70%	C	Daily Grade Assessments – 50%	Quizzes (Chapter & AP Skills) / In-Class Assignments / Homework / Document Analysis / Schoology Assignments
59% – 0%	F		

### *The Absolute Most Important Information in this Entire Syllabus*

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You, the student, as a whole person, are my top priority as a teacher. Due to the rigor of this course, and the fact that you are often taking multiple rigorous courses on top of other school and community activities, a high degree of stress may develop. While stress is normal, it should never be suffocating. First and foremost, you should know that the language of our classroom is one of love and laughter. Your well-being matters more to me than any test score could ever mean. You should know that my door is always open to you and I am here to listen and provide as much support as I can. Just the same, parents should know that I am always available to talk. If the workload of the course becomes overwhelming, students should talk to me individually so that we can strategize about how to make things work while also accomplishing the objectives of the course. AP courses are not for everyone and there is no shame in electing to take a different level of the course. AP courses do not define who you are as a person, what type of colleges you will be able to get into, or you as a student. Sometimes, through absolutely no fault of our own, the weight of the stress and emotions in our lives become overwhelming. You have a right to feel mentally and physically safe. You should know that every adult in the school, including myself and our Guidance Counselors, are always willing to listen. However, if you do not feel comfortable talking with one of us, a few important numbers that you can utilize 24/7/365 are:

### *Crisis Text Line: Text HOME to 741741*

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Every texter is connected with a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving.

- **TrevorText for LGBTQ Youth: Text TREVOR to 1-202-304-1200** - TrevorText is a confidential and secure resource that provides live help for LGBTQ youth with a trained specialist
- **The National Suicide Prevention Lifeline 1 800-273-8255** - a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress
- **ACPS Bullying Report** - If you or someone you know is being bullied in school, you can file a report at [www.acpsmd.org/stopbullying](http://www.acpsmd.org/stopbullying) which will be investigated by administration.

### **Materials for the Course**

Students should have the following materials for the course:

- Computer with Internet Access
- Paper, Highlighter, Notebook (with dividers), Pencils and pens, Colored pencils, Key drive

### **Contacting AP World History Team**

There are a variety of ways in which students and parents can contact us:

- Email: At a minimum, I check my school based email: [elizabeth.marion@fortbendisd.com](mailto:elizabeth.marion@fortbendisd.com)
  - before school
  - during our planning periods (9:00 AM – 10:00 AaM)
  - after school. Email is the quickest and easiest way to communicate with us.
- Schoology: We will utilize the message feature in Schoology to send out notices to parents and students. Parents may also contact either teacher via the message feature, please allow 48 hours for a response.
- Office Hours: We are available most days after school, with tutorials being on Tuesday and some Thursdays. If a student or parent wishes to meet, they should contact their student's teacher ahead of time.

### *Balance – Extra Curricular Sports, and Outside Activities*

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When choosing their course, students are encouraged to be mindful about the other activities which they are involved in, including clubs and sports at school as well as commitments outside of school. Students have freedom in picking their classes and are not required to take an AP level course. Students need to understand that with each AP class they elect to take, your homework level (and stress level) increases. For the AP classes, you should expect an hour of homework each night, and if you procrastinate and don't follow the suggested time schedule that provided, it will require more time. The key is to be able to find a balance that works with your lifestyle. In the past, students have taken their AP class as well as other AP classes, participated in sports, and extracurricular activities and balanced it as well; however, their free time decreases with each added activity. Balance is different for everyone and students need to decide what they can or cannot handle. With all that being said, if you are feeling very overwhelmed, you are encouraged to speak to your teachers so that they can help you to alleviate some of that stress by setting up an alternate schedule, etc. HOWEVER, this should be an infrequent event, and not something that is done all the time.

Additionally, there will be times when there will be afterschool events associated with this AP class, such as review sessions or movie nights, as well as possible all-day or multi-day field trips. Events outside of the scheduled class period are always optional. Some of these events may be associated with bonus point opportunities. Like college students, students will sometimes have to make decisions about whether to attend a class event or another event that they are committed to. I will not require attendance for anything outside of the scheduled period. If a student elects to participate in a sport or other activities, that is a commitment that they have made. That coach or sponsor may give the student a consequence for missing their event. Ms. Marion will not intervene with that coach or sponsor on the student's behalf. If a student is not going to participate in a field trip due to another conflict, they should tell me well in advance (due to tickets, planning, etc.).

### *Schoology*

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Schoology and TEAMS are free and secure learning network for teachers, students, and schools. It provides a safe way for teachers and students to connect, share content, access homework, participate in discussions, manage due dates, and receive class information. Schoology will be used every day, multiple times a day for class. Additionally, quizzes and assessments will be administered directly through the platform. Schoology is similar to the online platforms that many colleges use for students and their courses, thus this is excellent preparation for college. Schoology and TEAMS should be checked on a nightly basis for assignments and updates from Ms. Marion.

## *Schoology/Teams Norms*

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1. Be respectful to everyone in our class.
2. Be right when you write: this is academic work. Refrain from using texting language and acronyms. Participate in class activities.
3. Follow the directions given by your teacher – typed or given in video/audio format.
4. Go back and double check your work before submitting.
5. Find a workspace that allows you to concentrate and do your best work.
6. Be a problem solver! Try to find an answer on your own first. Look through all the resources given.
7. Have a growth mindset. This may be hard at first, but we will grow together!
8. If you do have a question, ask your teacher during the given office hours.
9. If you need to message your teacher, give them until lunch the next day to respond.

## *Coursework*

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WHAP Modern, is a 3-credit intensive college course and it is one of the most demanding AP courses. As a result, students should expect a challenging workload that will take a significant amount of time outside of school. It is impossible for the teacher to cover all the material during the class time we have, thus the student must complete all required coursework to be best prepared for the exam. Coursework includes the following types of tasks:

### Flipped Instruction:

I may use a teaching methodology called “flipped instruction” in which the students complete the lecture/background information portion of the course at home via videos that I have created on the content we are learning. This is in place of reading textbook chapters. This allows more time to be used during class for activities that engage students and help them to understand the content on a deeper level. With each video, students are required to take detailed notes in their notebook. Videos are typically 30-40 minutes in length. Students are required to take notes on each video. While the content will be delivered via videos, students will still be given a textbook which they can utilize for their learning or if they have computer issues. Students should be prepared for pop quizzes on these videos at any time.

1. Notes: Take notes on video and in-class lectures, discussions, and readings.
2. Discussions: Be prepared to discuss readings, lecture materials, and various assignments.
3. Writing: Writing is a large portion of the AP exam and as such students will do much writing throughout the year in the format of Short Answer Questions (SAQs), Long Essay Questions (LEQs) and Document Based Questions (DBQs).
4. AP Classroom from the College Board: Students will complete a short digital activation process at the start of the year which will provide access to new classroom resources such as a question bank, unit guides, personal progress checks, and performance dashboard. Students will utilize this site throughout the year for review and homework.
5. Bentley Textbook Online Website: All students will register on the Bentley website, which provides an online copy of the Bentley textbook to all students. Quizzes, Assessments and Assignments can also be assigned on the website. It is recommended that students also checkout a hardcopy of the Bentley textbook to have at home.

## *Assessments*

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1. Projects: Students will complete several projects a quarter to enhance their understanding of the content. While time will be given in class, a bulk of the work will be done outside of school.
2. Map Quizzes: Geography is an important piece of the social studies. As such, students will take frequent map quizzes of the different political and physical characteristics of the different regions of the world.

3. Quizzes: Reading and preparing for class is the most significant contribution to success in WHAP Modern. For this reason, pop reading quizzes are given regularly. Each quiz consists of 5-10 questions based on the objectives for the chapter/unit. The textbook, notes, and supplemental sources will all be helpful in preparing for quizzes.
4. Tests: Each chapter and unit will end with a test. These tests will include multiple choice, essay, and/or document-based questions.
5. Practice AP Exams: At the end of the first semester, the final exam will be a practice AP exam over material covered in the Fall. During April, just prior to the AP exam, students will take a full Mock World History AP Modern Exam that covers content from the entire year. This Mock Exam will be given on a Saturday, as it requires a total of 3 hours to complete and part of the purpose is for students to experience what the actual test will be like.

## *Review*

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Throughout the year, many opportunities will be given for review. There will always be a review session before every unit test. Beginning in April, there will be 5-6 review sessions to prepare students for the AP exam. A majority of these will be after school. Students are encouraged to attend these review sessions when offered. However, there may be times when one of my review sessions overlaps with a review session in another department. Students may have to choose which review session they feel they most need to attend. They are also welcome to split their time between the review sessions.

### **Tutorials and Study Groups**

At the beginning of the year, Ms. Marion will take 1-2 tutorials to teach AND practice good study skills with students. Students are also encouraged to form a study group. Working with peers from class is a valuable method of studying and reviewing as long as students don't just "divide and conquer."

### **Discipline**

It is my goal as the teacher to create a learning environment that is so engaging that students forget they are learning. I work hard to develop lessons that cultivate your student's creativity, incorporate technology, are engaging and push the student to work hard and critically think. My goal is for students not to go away from this course just knowing "facts" that they won't remember five years from now, but to create an experience for students where they are able to discover new things, collaborate with their peers, individually apply the material we learn and be excited about learning. Knowing all this, it is my desire that time is not taken from learning for misconduct. In the case of misconduct, I follow a 3-strikes procedure:

1. Individual Conference with the Student
2. Contact Made with the Parent/Guardian (via email or phone)
3. Referral to Administration

## *Specific Policies for online meetings*

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### Cell Phones:

- Information technology use is a privilege which can be denied, revoked, or suspended for a period of time by Ms. Marion in the classroom, when students chose to use it inappropriately.
- When students bring a portable communication device to school, they assume the responsibility for the loss, theft, or use of that device by others.

### Retaking Assessments:

- **Students are not able to retake any major assessments.** Students are given plenty of notice to prepare for assessments as well as review options and tutorial sessions. With that being said, it is understandable that we all have bad days and that as a result a student may score poorly on an assessment. There will always be at least 4 different assessments a quarter, so students have plenty of opportunity to improve their grade.

#### Absences/Make-Up Work:

- Because of the fast-paced nature of the course and the amount of material covered, students are encouraged to be in class. However, there will be days when a student is out as a result of a school based function, being sick, or other reason. Students are responsible for any work they miss while absent. Students are responsible for completing their work as assigned. Students are responsible for following Schoology when out of class and speaking to the teacher about missed work.

#### Late Work:

- Late assignments will not be accepted, except under extenuating circumstances by the teachers and/or administration.

#### End of Quarter:

- At the end of a grading period, students are not permitted to turn in old late or missing work (including if they were absent – see absence policy) and no end of quarter extra credit is given. There are many bonus point opportunities throughout the quarter which the student can utilize.

#### School Closings:

- Covid-19, weather, or other events may result in school being closed. While that day will be made up, often make-up days are not until after the AP Exam, thus we lose a valuable day of instruction. When school is closed, students are expected to check-in on Schoology and TEAMS for an assignment that will need to be completed.

#### Academic Dishonesty

- Cheating: Cheating by any means on any work, projects or assessments is unacceptable. Students who are found to be cheating will receive a 0 on the assignment, this includes on assessments. During assessments, this includes going to other locations on the computer/Internet outside the testing portal, talking to others during the test, utilizing notes, having a cell phone on their person, etc.
- Plagiarism: Plagiarism (copying) will result in an automatic 0. I utilize a program that analyzes all work that is submitted and searches the entire internet to check for plagiarism. That means, if you copy someone else's work, or someone copies your work, you will both receive an automatic 0 and disciplinary action. The [Fort Bend ISD student handbook](#) states:

##### *ACADEMIC DISHONESTY (GRADES 6-12 ONLY)*

*A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties, which may include disqualification from participation in academic awards/programs, in accordance with the Student Code of Conduct.*

*Academic dishonesty includes, but is not limited to:*

- *Cheating or copying the work of another student*
- *Plagiarism*
- *Unauthorized access to written or electronic information*
- *Unauthorized collaboration with another person in preparing an assignment or during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or other evidence. See Policy EIA (LOCAL).*

The following is a list of EXAMPLES of acceptable and unacceptable behavior. It does NOT include every single action that could be considered unacceptable. The goal is for you to use this list to figure out for yourself what is and is not unacceptable. If you have a question about this, it is YOUR RESPONSIBILITY to ask a teacher in advance.

<b>Acceptable</b>		<b>Not Acceptable</b>
<b>Using Sources to Complete an Assignment</b>	<ul style="list-style-type: none"> <li>Using a reference source to look up a definition or concept that comes up in an assigned reading</li> </ul>	<ul style="list-style-type: none"> <li>When given an assigned reading for homework, using someone else's analysis of the reading (e.g. SparkNotes) without teacher permission</li> <li>When instructed to use a specific source(s) to complete an assignment, using another source without notifying the teacher</li> <li>Copying even a short phrase word-for-word from a source without using quotation marks AND providing a citation</li> <li>Fabricating or "fudging" data, information, or sources</li> </ul>
<b>Proofreading</b>	<ul style="list-style-type: none"> <li>Having someone else proofread a paper or assignment and give feedback or help you make improvements</li> </ul>	<ul style="list-style-type: none"> <li>Having someone else (peer, parent, tutor) proofread a paper and make all necessary corrections FOR YOU</li> </ul>
<b>Getting / Giving Help on an Assignment</b>	<ul style="list-style-type: none"> <li>Discussing a specific topic with another student to clarify</li> <li>Meeting with another student, showing your assignment/paper, discussing it, and then taking your paper with you</li> <li>Recommending a specific source that you found useful to another student</li> <li>Having someone (peer, parent, tutor) look over work you completed and make some suggestions for improvement</li> <li>After an absence, copying and borrowing a classmate's notes from that class</li> </ul>	<ul style="list-style-type: none"> <li>Giving another student your completed assignment, which the other student must also complete, to help him "understand" a specific topic</li> <li>Turning in work that is identical, or substantially similar to, the work of another student.</li> <li>Working with another student to complete an assignment when you have NOT been instructed to do so by your teacher</li> <li>Merely copying a group member's assignment, when you have been instructed to work together to complete the assignment</li> <li>Giving your note book (including notes, assignments, quizzes, and tests) to a student who is taking the same class next year</li> <li>Having anyone (peer, parent, tutor) complete work for you and submitting it as your own</li> </ul>
<b>Preparing for / Taking Tests</b>	<ul style="list-style-type: none"> <li>Studying for a test with a group of people</li> </ul>	<ul style="list-style-type: none"> <li>Providing specific information about a test to students in the same course who have not yet taken the test</li> <li>Having unauthorized prior knowledge of a test</li> <li>Providing information to / accepting information from another student in a testing situation (verbally or physically)</li> <li>Possession of unauthorized notes or study-aids during a quiz or exam.</li> <li>Having an electronic device visible at any time during a quiz or exam is automatically considered an instance of Academic Dishonesty.</li> <li>Looking at a classmate's test during the test</li> <li>Changing an answer after the test was graded in order to change the grade</li> </ul>

### **Movies**

During the school year, I will utilize parts of or occasionally a full movie to give students a deeper understanding of what we are studying. Some of the movies depict tragic events in World History and thus are often mature in content. Because this is a college-level class, students are expected to be able to handle these. Parents are encouraged to research the movies using IMDB or another website. If you have questions or concerns, please contact me.



NOTE: **BCE** refers to Before Common Era (formerly known as Before Christ). **CE** refers to Common Era (formerly known as Anno Domini (AD) – The Year of Our Lord/After the Birth of Christ)

Unit 0 -Ancient and Classical History Review (10,000 BCE – 1200 CE)	<ul style="list-style-type: none"><li>• Big Geography</li><li>• Neolithic Revolution</li><li>• First Civilizations (Mesopotamia, Egypt, etc)</li><li>• Classical Civilizations</li><li>• Beginnings of World Religions</li><li>• Empires Emerge</li><li>• Interregional Exchange</li></ul>
Unit I - The Global Tapestry (1200-1450)	<ul style="list-style-type: none"><li>• Dar al Islam</li><li>• Native Societies in the Americas</li><li>• The Middle Ages/Dark Ages/Medieval</li><li>• Feudalism</li><li>• Crusades</li><li>• Early American Societies</li></ul>
Unit II - Networks of Exchange (1200-1450)	<ul style="list-style-type: none"><li>• Trade in Africa</li><li>• Indian Ocean Trade</li><li>• The Mongols</li><li>• Developments in China</li></ul>
Unit III – Land Based Empires (1450-1750)	<ul style="list-style-type: none"><li>• Protestant Reformation</li><li>• Gunpowder Empires</li><li>• East Asia Meets Foreign Traders</li></ul>
Unit IV - Transoceanic Interconnections (1450-1750)	<ul style="list-style-type: none"><li>• The Beginning of Slavery</li><li>• Ottoman Empire</li><li>• Beginning of Russia</li><li>• Colonial Beginnings</li></ul>
Unit V- Revolutions (1750-1900)	<ul style="list-style-type: none"><li>• The Enlightenment</li><li>• Political Revolutions</li><li>• Industrial Revolution</li></ul>
Unit VI – Consequences of Industrialization (1750-1900)	<ul style="list-style-type: none"><li>• Imperialism</li><li>• Response to Imperialism</li><li>• Global Trade</li></ul>
Unit VII – Global Conflict (1900-Present)	<ul style="list-style-type: none"><li>• World War I</li><li>• The Russian Revolution</li><li>• Interwar Years</li><li>• World War II and the Holocaust</li></ul>
Unit VIII – Cold War and Decolonization (1900-Present)	<ul style="list-style-type: none"><li>• The Cold War</li><li>• Spread of Communism</li><li>• Decolonization</li><li>• Post-Cold War World</li></ul>
Unit IX - Globalization (1900-Present)	<ul style="list-style-type: none"><li>• Advances in Technology</li><li>• Calls for Reform</li><li>• Economics in the Global Age</li><li>• Globalized Culture</li></ul>

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## Special Note on Religious History Included in the Course

The history of human civilization has been greatly influenced by religion, as such the College Board, aligning to college courses across the world, has included much about the history and beliefs of the major religions of history in the course standards, all of which is testable material on the AP exam. Students will learn about the history, beliefs and practices of many different polytheistic and monotheistic religions throughout the year. This includes, but is not limited to, the major world religions of today: Judaism, Christianity, and Islam. As such, students will read excerpts from religious texts, view religious artifacts, and have the option to visit religious sites and learn from religious leaders. It should be understood that it is not the intention by the College Board or teacher to show that one religion is better than another or convert students. Religion in this course is solely taught and examined with a historical lens. Parents and guardians are encouraged to follow the course calendar and have discussions at home with their student about their own religious beliefs and values and how it relates to what we are studying.

1 <sup>st</sup> Nine Weeks		
<b>AUGUST</b>	Unit 0 - Foundations to 1200 CE	Big Geography Neolithic Revolution Early Civilizations Empires Emerge Interregional Exchange
<b>SEPTEMBER</b> <i>LABOR DAY</i>	Unit 0 - Foundations to 1200 CE	New Religious Traditions
	Unit 1 – The Global Tapestry	Topic 1 – Developments in East Asia Topic 2 – Developments in Dar al-Islam Topic 3 – Developments in South Asia and Southeast Asia Topic 4 – Developments in the Americas Topic 5 – Developments in Africa Topic 6 – Developments in Europe Topic 7 – Comparison in the Period 1200-1450
	Unit 2 – Networks of Exchange	Topic 1 – The Silk Roads Topic 2 – The Mongol Empire and the Modern World Topic 3 – Exchange in the Indian Ocean
<b>OCTOBER</b>	Unit 2 – Networks of Exchange	Topic 4 – Trans-Saharan Trade Routes Topic 5 – Cultural Consequences of Connectivity Topic 6 – Environmental Consequences of Connectivity Topic 7 – Comparison of Economic Exchange
2 <sup>nd</sup> Nine Weeks		
<b>OCTOBER</b>	Unit 3 – Land Based Empires	Topic 1 – European, East Asian, and Gunpowder Expands Topic 2 – Empire Administration Topic 3 – Empire Belief Systems Topic 4 – Comparison in Land-Based Empires
	Unit 4 – Transoceanic Interconnections	Topic 1 – Technological Innovations Topic 2 – Exploration
<b>NOVEMBER</b>	Unit 4 – Transoceanic Interconnections	Topic 3 – Colombian Exchange Topic 4 – The Establishment of Maritime Empires Topic 5 – The Development of Maritime Empires Topic 6- Internal and External Challenges to State Power Topic 7 – Changing Social Hierarchies Topic 8 – Continuity and Change from 1450-1750
	<b>THANKSGIVING BREAK</b>	
<b>DECEMBER</b>	WHAP MODERN SEMESTER EXAM	REVIEW UNITS 1-4
	<b>CHRISTMAS BREAK ASSIGNMENT</b>	
	Unit 5 Industrial Revolution <i>Project Due in January</i>	Topic 3 – Industrial Revolution Begins Topic 4 – Industrialization Spreads

Topic 5 – Technology in the Industrial Age		
<b>3rd Nine Weeks</b>		
<b>JANUARY</b>	Unit 5 – Revolutions	Topic 1 – The Enlightenment Topic 2 – Nationalism and Revolutions Topic 3 – Industrial Revolution Begins Topic 4 – Industrialization Spreads Topic 5 – Technology in the Industrial Age Topic 6 – Industrialization: Government’s Role Topic 7 – Economic Developments and Innovations Topic 8 – Reactions to the Industrial Economy Topic 9 – Society in the Industrial Age
	Unit 6 – Consequences of Industrialization	Topic 1 - Rationales for Imperialism Topic 2- Expansionism Topic 3 – Indigenous Responses to State Expansion Topic 4 – Global Economic Development Topic 5 – Economic Imperialism Topic 6 – Causes of Migration in an Interconnected World Topic 7 – Effects of Migration Topic 8 – Causation in the Imperial Age
<b>FEBRUARY</b>	Unit 7 – Global Conflict	Topic 1 – Shifting Power Topic 2 – Causes of World War I Topic 3 – Conducting World War I Topic 4 – Economy in the Interwar Period Topic 5 – Unresolved Tensions After World War I Topic 6 – Causes of World War II Topic 7 – Conducting World War II Topic 8 – Mass Atrocities Topic 9 – Causation in Global Conflict
<b>4<sup>th</sup> Nine Weeks</b>		
<b>MARCH</b>	Unit 8 – Global Conflict	Topic 1 – Setting the Stage for Cold War and Decolonization Topic 2 – The Cold War Topic 3 – The Effects of the Cold War Topic 4 – Spread of Communism After 1900 Topic 5 – Decolonization After 1900 Topic 6 – Newly Independent States Topic 7 – Global Resistance to Established Power Structures Topic 8 – End
<b>APRIL</b>	Unit 9 – Globalization	Topic 1 – Advances in Technology and Exchange Topic 2 – Technology and Disease Topic 3 – Technology and the Environment Topic 4 – Economics in the Global Age Topic 5 – Calls for Reforms and Responses Topic 6 – Globalized Culture Topic 7 – Resistance to Globalization Topic 8 – Institutions Developing a Globalized World Topic 9 – Continuity and Change in a Globalized World
	FINAL EXAM Review	MOCK EXAM
<b>MAY</b>	Review (cont.)	AP Test - Thursday May 14th, 2021 @ 8AM

## AP Test Registration

College Board is moving the AP Exam registration and ordering timeline from the spring to the fall for the 2019-2020 school year. Therefore, students enrolled in an AP course and want to participate in the AP exams in May 2020 will register and commit to taking the exam in October 2020.

## Period % Tested on the AP Exam

Below is an outline of the periodization used in the course and approximately how much of the AP exam/course content is devoted to each period.

Unit	Title	Date Range	Weight
1	The Global Tapestry	1200 - 1450 CE	8-10%
2	Networks of Exchange		8-10%
3	Land-Based Empires	1450 – 1750 CE	12-15%
4	Transoceanic Interconnections		12-15%
5	Revolutions	1750 – 1900 CE	12-15%
6	Consequences of Industrialization		12-15%
7	Global Conflict	1900 CE - Present	8-10%
8	Cold War and Decolonization		8-10%
9	Globalization		8-10%

## AP World History Exam: 3 Hours and 15 Minutes

Format of Assessment	
<p><b>Section I (1 hour and 35 minutes)</b> While you will be stopped after the 55 minutes for the SMBC, there is not a break between the SMBCs and SAQs.</p> <p><b>Part A: Stimulus Based Multiple Choice (SMBC)</b> 55 Questions 1 55 Minutes 40% of Exam Score</p> <p><b>Questions appear in sets of 2-5</b></p> <ul style="list-style-type: none"> <li>Students analyze historical texts, interpretations, and evidence.</li> <li>Primary and secondary sources, images, graphs, and maps are included.</li> </ul> <p><b>Part B: Short Answer Questions (SAQ)</b> 3 Questions 40 Minutes 20% of Exam Score</p> <p><b>Questions provide opportunities for students to demonstrate what they know best.</b></p> <ul style="list-style-type: none"> <li>Some questions include texts, images, graphs or maps.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Question 1 (Required) – Secondary source(s)</li> <li>Question 2 (Required) – Primary source</li> <li>Question 3 OR Question 4. (Required) Choose between: <ul style="list-style-type: none"> <li>+ Question 3 – No stimulus (1200-1750)</li> <li>+ Question 4 – No stimulus (1750-2001)</li> </ul> </li> </ul> <p><b>There is a 10 minute break after this portion of the exam</b></p>	<p><b>Section II (1 hour and 40 minutes)</b> There is no break during this section. Students are responsible for managing their time and ensuring they answer both the DBQ and LEQ in the hour and forty-minute time period.</p> <p><b>Part A: Document Based Question (DBQ)</b> 1 Question: 60 Minutes (Includes 15 Minute Reading Period) 25% of Exam Score</p> <p>1 Question that will come from the years 1450-2001</p> <ul style="list-style-type: none"> <li>Analyze and synthesize historical data</li> <li>Assess written, quantitative, or visual materials as historical evidence.</li> </ul> <p><b>Part B: Long Essay Question (LEQ)</b> 1 Question: 40 Minutes 15% of Exam Score</p> <p>Students select one question among three options. Options will be the following year periods:</p> <ul style="list-style-type: none"> <li>1200-1750</li> <li>1450-1900</li> <li>1750-2001</li> </ul> <p>Explain and analyze significant issues in World history.</p> <ul style="list-style-type: none"> <li>Develop an argument supported by an analysis of historical evidence.</li> </ul>