

AP World History: Modern--Course Syllabus

Galena Park High School--Academic Year 2025/2026

Ms. Rachel Ludwig

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Conference Periods: 2nd (8:33-9:55am) and 8th (9:58-11:44am)

Tutorials: Tuesdays 2:50-3:15pm.

EXAM: Thursday, May 7th, 2026

Purpose: In AP World History: Modern, students are to investigate significant events, individuals, developments, and processes from 1200 to present time. Students will develop and use necessary skills that employ them as a historian such as analyzing primary and secondary documents, developing historical arguments, making historical connections, and many more. Students will explore the history learned through six themes: social, political, interaction with the environment, cultural, economic, and technology. This course is a college level course in which students can earn college level credit, therefore this course will be challenging. As the APWH teacher I will be available for guidance, extra help, and as a resource; however, it is up to the APWH student to take responsibility for their learning. This class emphasizes a hard work ethic over intelligence. At any point the APWH student feels lost or needs more detailed instruction, it is their responsibility to directly contact myself for help. Do not fall behind, I am here for you!

Materials:

- Textbook (provided online)
- Notebook AND/OR lined paper
 - In this course we will have daily bell ringers and exit tickets that students are required to complete and turn in for a grade. Lined paper is necessary for all bell ringers. Students will also have concepts that will be used for concept analysis and it is recommended they are completed on lined paper, but could be done on other platforms such as index cards.
- **1.5-2" Binder with 10 dividers (mandatory)**
 - In our class we will have binder checks for a grade. We will have handouts, quizzes, assignments, study guides, ect. and these must be stored in one organized place. Our year will have four time periods, 10 units and the dividers are a good tool to separate these time periods.
- Blue or black pens and pencils
 - Essays will be written in blue or black pen and pencils are needed for tests, quizzes, and other assignments. I will have some of these writing utensils, but it is recommended for you to have your own.
- Highlighters (optional)
 - Preferably 5 different colors -- blue, green, orange, yellow, and pink. When dealing with essay writing this is how we will code our papers to be graded.

Course Content

The content for this course is extensive and multidimensional, literally over 800 years of history. This course requires us to all work hard in and out of our classroom. We will be using the following materials to facilitate our learning:

- Course textbook
- Primary and secondary sources
- Audio and video resources
- Lectures

To prepare you for your end of the year AP exam, you will be:

- Reading and taking notes from the textbook and other written sources.
- Listening/watching content and taking notes.
- Actively participating in lectures and activities.
- Completing assignments to the best of your ability.
- Writing historical arguments through AP style free response questions.
- Answering AP style multiple choice questions.

This course will cover 10 units that are chronological and AP CollegeBoard recommended. This includes the nine AP units, plus a “pre-course” unit that briefly covers the information prior to the “Modern” time period established by AP CollegeBoard.

Unit “0”: *The Post-Classical World--A Brief Review*, covering the period from c. 450 to 1200.

This will include the rise of the Byzantine Empire, the culturally sophisticated Song Dynasty, the fall of the Roman Empire, the development of European feudalism, and world religions.

Unit 1: *The Global Tapestry*, examining global cultural, political, and economic developments from c. 1200 to 1450 CE. Lots of emphasis on civilizations during this time period.

Unit 2: *Networks of Exchange*, which focuses very largely on the trade networks developed and connected during the era from 1200 CE to 1450 CE. This is where we’ll focus largely on the Mongols, Trans Saharan trade, Indian Ocean trade, and the Black Plague.

Unit 3: *Land-Based Empires*, examining and comparing the great centralized mega-states of Eurasia, including the Muslim “gunpowder empires” and the Chinese Ming and Qing dynasties, c. 1450 to 1750 CE.

Unit 4: *Transoceanic Interconnections*, looking at the “Age of Exploration” and the development of European overseas empires, c. 1450 to 1750 CE. This examines what technologies and political innovations made these empires wildly successful. This unit will spend time looking at Iberian (Spanish/Portuguese) explorations and conquests, the Columbian Exchange, and the Atlantic slave trade.

Unit 5: *Revolutions*, exploring the ideas, circumstances, and sentiments that led to a series of dramatic political and economic changes, from 1750 to 1900. This includes the Enlightenment, the American and French Revolutions, nationalism, and industrialization.

Unit 6: *Consequences of Industrialization*. Topics will include “new imperialism,” indigenous resistance movements, and the formal end of Atlantic slavery in the industrialized nations.

Unit 7: *Global Conflict*, examines the causes and consequences of modern warfare. In this unit, we’ll discuss how imperialism and industrialism led almost inevitably to World War I, and how the treaty that ended WWI helped to create the conditions for World War II.

Unit 8: *Cold War and Decolonization*, covering world history from 1900 to the present day, focusing largely on the Cold War struggle between the Western Alliance and its Communist adversaries, as well as the decolonization movements.

Unit 9: *Globalization*, 1900 to the present day, in which we will look at the modern institutions of political stability and global commerce, technology and the environment, and disease, which respects no borders or time periods.

Classroom Procedures and Policies

Three Golden Rules

- Put your best effort forward
- Advocate for yourself
- Be kind

Professionalism

This class is to prepare students for a college level class, which comes with college level behaviors. Students should come to our class on time and be prepared. Although there are situations where this may not be achieved, students should habitually be punctual and have the necessary materials for the day's class. In addition to reducing tardiness and unpreparedness, students should limit the amount of time leaving class during class time. To leave class, students must receive the hallway pass from Ms. Ludwig and should not do so during lecture. With that being said, when students are in class their attention should be given to the class - this means turning off our phones. Lastly, when in our class students should speak and act with this sense of professionalism. This means respecting others even if their viewpoint is different than your own or if they offered a different answer than you view to be true. It also means talking in a respectful way that prohibits discriminatory or foul language.

Email Communication

Although my email is always open and I encourage you to have open communication with me, it cannot be expected that I will respond in a timely fashion during non-school hours or over the weekend. If you email me prior to 3:00pm during the week you can expect a response that day, otherwise I will get back to you when I get to school the following morning. Please plan accordingly for questions and requests for help. A good rule of thumb is to ask at least three classmates your question or concern to see if they can help prior to sending me an email. Again I am here for you always, but we all need to have healthy boundaries and respect each others' time.

Phone Policy

As an Advanced Placement student, you are held to a high standard. It is to your benefit to not have your phone in your possession when engaging in our classwork. Phones will be collected and used to take the day's attendance, if your phone is not turned in you will be marked absent. If you do not have a phone I will call your guardian to verify. When all of the classwork is completed, you will be granted your phone back; however, the state of Texas is mandating all students to not have phones or other electronic devices during the school day.

Grading Policy

Grading in our class is mostly determined by the student's effort. We encourage a hard work ethic over intelligence, which means most of our grades will be based on the student's effort and some on achievement.

According to Galena Park ISD our AP grading scale is as follows:

Daily - 30%

- i.e.: concepts, quizzes, classwork, homework, bell ringers and exit tickets, participation, ect.

Major - 70%

- I.e.: tests, projects, essays, binder checks.

The half course grade will be determined in the following way: **1st six weeks = 28%, 2nd six weeks = 28%, 3rd six weeks = 29%, and half course exam = 15%**. If a student passes two

half courses of a year-long course, the student receives one credit. If a student passes the fall half course of a year long course, the student receives 1/2 credit regardless of the spring half course grade. If a student fails the fall half course of a year long course but passes the spring half course, then the two courses will be averaged together for a yearly average. If the average is passing, the student receives one full credit. Half course only classes will receive 1/2 credit if passed.

Late work: When a student has not been turned in a '0' will be in place of the grade. Although late work is extremely discouraged due to students needing certain content covered for specific lessons, Ms. Ludwig understands life sometimes gets in the way. Students are allowed to turn in late work up to the last week of the grading cycle. For every day (regardless of being a Gold or a Black day) late there will be a 10% deduction on top of the grade earned for that assignment. If a student knows an assignment will be late, it is highly encouraged they take responsibility and communicate their circumstance ahead of time to Ms. Ludwig. If a student has missed class and the corresponding work due to an excused absence then it is the responsibility of the students to receive that missed work. This includes emailing or talking with Ms. Ludwig, receiving guidance from a classmate, checking the absent folder, and/or Google Classroom. The student has two school days to complete this absent work.

Plagiarism and cheating will **NOT** be tolerated under any circumstances. Plagiarism and cheating can take many forms, but the most common forms are copying a classmate's work, Googling the answer, or giving a classmate your work to use as their own. While some instances of plagiarism and/or cheating are accidental, it is never accepted or excused. If a student engages in this behavior the consequences could include but are not limited to: receiving a '0' on that assignment or assessment, contact to their parent or guardian, notifying the administration.

Extra Credit

This is at the discretion of Ms. Ludwig, but there are often times for extra credit. If a student is in need of extra credit, they are welcomed to ask Ms. Ludwig if there are any opportunities for them to receive some BUT this must be done far in advance from the grading cycle ending (at least two weeks prior).

Parent/Guardian Communication

I have an open door policy and welcome any and all communication. If you ever have a question, comment, or concern about your students grade, behavior, performance or anything done in class please do not hesitate to reach out. Email is the best mode of contact; however, if requested we can have a phone or video call conference. Progress Check-Ins will happen frequently throughout the academic year and it is an expectation that students get this signed by their parent/guardian.

*Please note this is subject to change. As the course facilitator, some policies may need to be adjusted to better fit the course or the class as a whole. Students are welcomed to address any concerns with these policies and/or offer suggestions to make our class succeed!

Student Signature: _____

Guardian Signature: _____