

AP World History: Modern Course Syllabus



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Course Description: In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 CE to the present. Students develop and apply the historical skills, practices, and methods used by professional historians, including analyzing primary and secondary sources, developing historical arguments, making historical connections, and reasoning through comparison, causation, and continuity and change over time.

The course is structured around six overarching themes that students revisit throughout the year to analyze and connect historical developments across different times and places: humans and the environment; cultural developments and interactions; governance; economic systems; social interactions and organization; and technology and innovation aka SPICE-T.

Textbooks: *The Earth and Its Peoples: A Global History*, 7th Edition Update/ AP Edition. By Richard W. Bulliet/Pamela Kyle Crossley/Daniel R. Headrick/Steven W. Hirsch/Lyman L. Johnson/David Northrup. Cengage, 2022, www.cengage.com

World History: Modern [1200-Present]. AMSCO. Advanced Placement Edition, Perfection Learning, 2022. Open WorldCat, www.amscopub.com. -- supplemental textbook

Required Materials:

2" 3 ring binder with page flags (or other page markers)

Notebook Paper

Pens/Pencils & Eraser

Highlighters

Colored pencils / Crayons / Markers

Charged laptop / Chromebook

Headphones for Chromebooks (bluetooth connecting devices such as airpods not allowed--must plug into the computer)

Course Grading:

Formative assessments (daily assignments, reading quizzes, etc.) 40%

Summative assessments (unit tests, unit progress quizzes, projects, etc.) 60%

Final Exam/Project

Assignments:

Assignments will include a variety of readings, writings, handouts, AP Classroom work, projects, group work, presentations, papers, and portfolios. All assignments are expected to be turned in on time and complete. This is a college level course so there is an expectation that you will do work outside the classroom. **The daily grade will also include attendance, taking notes, paying attention, being prepared for class, and taking part in-class activities.**

AP World History Course Content

The AP World History course is structured into nine units:

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

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

AP WORLD MODERN THEMES

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

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

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (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.

THEME 3: 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.

THEME 4: ECONOMIC SYSTEMS (ECN)

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

THEME 5: 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.

THEME 6: 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.

Exam Description: The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. 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.** The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	# of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
Question 1: Secondary source(s)				
Question 2: Primary source				
Students select one: Question 3: No stimulus Question 4: No stimulus				
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	Students select one: Question 2: Long essay Question 3: Long essay Question 4: Long essay		15%	40 minutes

Assigned Readings:

Social Studies classes will use primary sources and supplementary materials as listed in the standards below. The HCSD will continue its practice of providing an alternative reading assignment at parent/guardian request. Assigned readings for this course will be posted on the Canvas page.

Late work:

10 points will be deducted each day for assignments that are turned in late. In addition, once a unit has been completed and the unit test taken, all assignments for that unit will be closed and will not be reopened.

Make Up Work:

Students shall be permitted to make up all work missed, **except** for absences caused by out-of-school suspension. However, students who have been suspended shall be allowed to make up tests and major assignments missed while on suspension. When you are absent, it is **your responsibility** to find out the material you missed and make up any assignment. ALL of the activities, assignments, and information is located in our **pacing calendar**, which you should be looking at daily to keep up with the pacing. To take a make-up test you will need to make an appointment with me before or after school.

I will not give out make-up work during class time.

You only have a limited time to get and complete your make up work—see agenda excerpt below. Canvas will be up to date with all notes, assignments, power points, etc.

----> the make up work policy as stated in the CBHS Agenda.

_____ (student initials)
 _____ (parent initials)



Makeup Work: Students shall be permitted to make up all work missed, except for absences caused by out-of-school suspension. However, students who have been suspended shall be allowed to make up tests and major assignments missed while on suspension. **All make-up work must be completed within five (5) days of the student's return to school, unless the principal or designee allows the student additional time for completion.**

If a student is absent on the day of a test or on the day an assignment is due and has been notified of the test in advance or was aware of the assignment, then the student may be expected to make up the test on the date of return or turn in the assignment on the date of return to school.

Test Remediation Opportunities:

In the event that a student **fails** a quiz or test, a grade recovery opportunity may be offered **at the teacher's discretion**. This opportunity is a privilege and is only available to students who meet **all** of the following requirements:

- have **no missing assignments** at the time of the assessment
- have **complete and adequate notes** for the unit
- have viewed **all** assigned AP Daily videos in their entirety prior to the assessment

Students who meet these requirements will be provided with a remediation sheet and must complete corrections for up to **5** questions missed, using notebook paper, for full points. The remediation must be completed within **two (2)** school days of receiving the assignment.

Remediation must demonstrate clear understanding of the missed content to be considered satisfactory. If the remediation is completed satisfactorily, students may earn ½ point per missed question. If the remediation is incomplete or unsatisfactory, no additional points will be awarded.

Under no circumstances will a revised grade exceed 100.

_____ (student initials) 

_____ (parent initials) 

Class Expectations:

1. Come to class ready to learn!
2. Be on time to class
3. **MUTUAL RESPECT:** You will respect everyone in the class--other students, me, and yourself. In return you will be given my respect.
4. You will be expected to use appropriate classroom behavior. – **You will not do anything to prevent me from teaching or other students from learning.**
5. All rules and policies outlined in the CBHS student agenda will be enforced.
6. Bring a pen and pencil, notebook, textbook, your ID badge, and agenda to class each day.
7. Be prepared to discuss any assigned reading in class.
8. Compliance with all provisions of the Cherokee Bluff High School Handbook.
9. Abide by cell phone policy (see below)
10. Do **NOT** line up at the end of class, remain seated until the bell or I dismiss you as per school policy

Failure to follow class expectations will result in disciplinary action as stated in the Cherokee Bluff High School student handbook.

_____ (student initials) 

_____ (parent initials) 

Cell Phones:

My classroom is a zero phone zone. Several studies have concluded that cell phone usage in the classroom is detrimental to student learning. In a college level course where extra effort is required students cannot afford such distractions. I will require that students keep their cell phones, headphones, and other personal electronic devices put away during class unless instructed otherwise. Students who do not comply may have their device taken by the teacher and returned at the end of class. Students who do not comply may have their device taken by the teacher and returned at the end of class. The CBHS cell phone/electronics policy will be enforced for repeat offenders and they will have their cell phone/electronics taken to the front office for parents to pick up. See: https://nces.ed.gov/whatsnew/press_releases/2_19_2025.asp

_____ (student initials) 

_____ (parent initials) 

Academic Integrity:

The acquisition of knowledge requires a personal commitment of time and effort. Those who are willing to face and embrace this challenge tend to be successful. Individuals who are not well prepared for academic assignments tend to do poorly on such or choose to compromise their personal integrity in order to maintain their academic standing.

Cheating includes borrowing other completed assignments, copying answers on a test, plagiarism, recycling work, and other forms of avoiding the process of learning such as the use of any AI software including Grammarly. If any of the above occurs, you the student, as well as the student whose work is being copied will face the following consequences:

Penalties:

1. The student will be notified as soon as the teacher is aware of the cheating.
2. The teacher will notify the assistant principal and the parents.
3. The student will be given a zero for the test or assignment.
4. The administrator will assign other disciplinary actions as warranted.

_____ (student initials)



_____ (parent initials)



Video Permission:

Our school requires parental permission for your student to view videos that are used in our curriculum, or that are selected by our teachers, which are rated PG, PG-13, or NR. These videos serve as an additional resource to fulfill standards. These videos go beyond facts and help bring events “alive”. Be assured that proper discretion will be used. All videos are previewed by the teacher.

_____ I **DO** give permission for my child to view the videos in the class for educational purposes.



_____ I **DO NOT** give permission for my child to view the videos in the class; I ask that my child be given an alternative assignment.

Social Media Permission:

I have a public teacher social media account where I share images and videos from my classroom. At times these images and videos may include your student. The Instagram account is “The Eclectic Historian” which is linked to a Facebook page with the same name. I **never** give identifiable information such as name, age, or grade level. Although some social media images are included with the school I would like to inform you about my specific account.

_____ I **DO** give permission for my child to be included in images that are posted on the teacher’s public class social media pages.



_____ I **DO NOT** give permission for my child to be included in images that are posted on the teacher’s public class social media pages.

This document must be read in full by the student and a parent/guardian. All required signatures and initials must be completed and returned to the teacher by the assigned due date. Submission confirms understanding and agreement with all course policies and expectations.

Students will return the syllabus in its entirety—a digital copy is available on Canvas.

STUDENT NAME (PRINT) _____ PERIOD _____

STUDENT SIGNATURE _____ DATE _____

PARENT/GUARDIAN NAME (PRINT) _____ DATE _____

PARENT/GUARDIAN SIGNATURE _____ DATE _____