



<b>Course Name</b>	Advanced Placement World History: Modern	<b>Course Code</b>	45.0811010
<b>School Name</b>	Stone Mountain High School	<b>Teacher Name</b>	Mr. A. Holmes
<b>School Phone Number</b>	Office #: 678-676-6393	<b>Teacher Email</b>	Alexander_Holmes@dekalbschoolsga.org
<b>School Website</b>	<a href="http://www.stonemountainhs.dekalb.k12.ga.us/">http://www.stonemountainhs.dekalb.k12.ga.us/</a>	<b>Teacher Website</b>	<a href="http://mrcoachholmes.weebly.com">mrcoachholmes.weebly.com</a>

**Course Description**

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.

This course is paired with Asian Studies and Latin American Studies.

**Course Objectives**

- ◆ to develop an understanding of the correct ways to use historical research.
- ◆ interpret and apply data from primary and secondary source material.
- ◆ to identify people, places, and events that have influenced the identity of our world and develop a sense of chronological order for major events.
- ◆ to develop a connection between historical events and eras and the modern world.
- ◆ present evidence and conclusions clearly and persuasively in an essay format.
- ◆ prepare for and successfully pass the AP Exam.

**Course 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.

**Course Overview**

Class will be a combination of independent work, group work, coverage of discussion questions, and responding to student questions. Periodically, student essays or presentations will be required. All essays will be scored according to the six (LEQ) or seven-point rubric (DBQ) included in the syllabus. Quiz and test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests.

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW</b>	
<b>Unit Zero</b> - Concepts needed for pre-modern era:	
1.	Course, Teacher, and Student Introductions
2.	Course Skills & Geographic Mapping Skills
3.	Unit 0's "Neolithic Revolution"
4.	Unit 0's "River Valley Civilizations"
5.	Unit 0's "Short Answer Question Introduction"
6.	Unit 0's "Classical Age: Religion and Philosophy"

7. Unit o's "Classical Age: Political Entities"
8. Unit o's "Classical Age: Intensification of Trade").
<b>Unit 1 "The Global Tapestry," c. 1200 to c. 1450:</b> Key Concepts 1.1 Developments in East Asia from c. 1200 to c. 1450, 1.2 Developments in Dar al-Islam from c. 1200 to c. 1450, 1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450, 1.4 State Building in the Americas, 1.5 State Building in Africa, 1.6 Developments in Europe from c. 1200 to c. 1450, 1.7 Comparison in the Period from c. 1200 to c. 1450.
<b>Unit 2 "Networks and Exchange," c. 1200 to c. 1450:</b> Key Concepts 2.1 The Silk Roads, 2.2 The Mongol Empire and the Making of the Modern World, 2.3 Exchange in the Indian Ocean, 2.4 Trans-Saharan Trade Routes, 2.5 Cultural Consequences of Connectivity, 2.6 Environmental Consequences of Connectivity, 2.7 Comparison of Economic Exchange.
<b>Unit 3 "Land-Based Empires," c. 1450 to c. 1750:</b> Key Concepts 3.1 Empires Expand, 3.2 Empires: Administration, 3.3 Empires: Belief Systems, 3.4 Comparison in Land-Based Empires
<b>Unit 4 "Transoceanic Interconnections," c. 1450 to c. 1750:</b> Key Concepts 4.1 Technological Innovations from 1450 to 1750, 4.2 Exploration: Causes and Events from 1450 to 1750, 4.3 Columbian Exchange, 4.4 Maritime Empires Established, 4.5 Maritime Empires Maintained and Developed, 4.6 Internal and External Challenges to State Power from 1450 to 1750, 4.7 Changing Social Hierarchies from 1450 to 1750, 4.8 Continuity and Change from 1450 to 1750.
<b>Unit 5 "Revolutions," c. 1750 to c. 1900:</b> Key Concepts 5.1 The Enlightenment, 5.2 Nationalism and Revolutions in the Period from 1750 to 1900, 5.3 Industrial Revolution Begins, 5.4 Industrialization Spreads in the Period from 1750 to 1900, 5.5 Technology of the Industrial Age, 5.6 Industrialization: Government's Role from 1750 to 1900, 5.7 Economic Developments and Innovations in the Industrial Age, 5.8 Reactions to the Industrial Economy from 1750 to 1900, 5.9 Society and the Industrial Age, 5.10 Continuity and Change in the Industrial Age.
<b>Unit 6 "Consequences of Industrialization," c. 1750 to c. 1900:</b> Key Concepts 6.1 Rationales for Imperialism from 1750 to 1900, 6.2 State Expansion from 1750 to 1900, 6.3 Indigenous Responses to State Expansion from 1750 to 1900, 6.4 Global Economic Development from 1750 to 1900, 6.5 Economic Imperialism from 1750 to 1900, 6.6 Causes of Migration in an Interconnected World, 6.7 Effects of Migration, 6.8 Causation in the Imperial Age
<b>Unit 7 "Global Conflict," c. 1900 to the present:</b> Key Concepts 7.1 Shifting Power After 1900, 7.2 Causes of World War I, 7.3 Conducting World War I, 7.4 The Economy in the Interwar Period, 7.5 Unresolved Tensions After World War I, 7.6 Causes of World War II, 7.7 Conducting World War II, 7.8 Mass Atrocities After 1900, 7.9 Causation in the Global Conflict.
<b>Unit 8 "Cold War and Decolonization," c. 1900 to the present:</b> Key Concepts 8.1 Setting the Stage for the Cold War and Decolonization, 8.2 The Cold War, 8.3 Effects of the Cold War, 8.4 Spread of Communism After 1900, 8.5 Decolonization After 1900, 8.6 Newly Independent States, 8.7 Global Resistance to Established Order After 1900, 8.8 End of the Cold War, 8.9 Causation in the Age of the Cold War and Decolonization
<b>Unit 9 "Globalization," c. 1900 to the present:</b> Key Concepts 9.1 Advances in Technology and Exchange After 1900, 9.2 Technological Advances and Limitations After 1900: Disease, 9.3 Technological Advances: Debates About the Environment After 1900, 9.4 Economics in the Global Age, 9.5 Calls for Reform and Responses After 1900, 9.6 Globalized Culture After 1900, 9.7 Resistance to Globalization After 1900, 9.8 Institutions Developing in a Globalized World, 9.9 Continuity and Change in a Globalized World.

#### BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	1. <i>Ways of the World</i> 2. <i>AMSCO World History: Preparing for the Advanced Placement Examination</i>
ISBN	1. 978-1-319-29383-3 2. N/A
Replacement Cost	1. Market Value 2. N/A
Online book and/or resources	1. LaunchPad located within Clever, <a href="http://clever.com/in/dekalb">clever.com/in/dekalb</a> 2. Files Located in Canvas
Online student access code (school specific)	N/A

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

\*Students enrolled in the Dual Enrollment (DE), Advanced Placement (AP), or International Baccalaureate (IB) version of EOC-required courses in ELA, mathematics, and science will no longer be exempt from taking the associated EOC. **Students enrolled in the DE/AP/IB version of the EOC required course in social studies will still be eligible for the exemption.**

GRADING CATEGORIES	*GRADE PROTOCOL		
Formative and Diagnostic Assessments – 0%	A	90 – 100	~P (pass)
	B	80 – 89	~F (fail)

Assessment Tasks (Skills & Homework) – 25%	<b>C</b>	71 – 79
Classwork (Guided, Independent, and Group Practice) – 45%	<b>D</b>	70
Quizzes, Tests, and Projects – 30%	<b>F</b>	Below 70

**Notes:**

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

<b>DISTRICT EXPECTATIONS FOR SUCCESS</b>	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>CLASSROOM EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>• <b>Adhere to the DeKalb County School System Student Code of Conduct</b></li> <li>• Students are expected to use the course platforms and be active participants in their own learning.</li> <li>• <b>Study Techniques:</b> Direct instruction or lecture will be minimized to allow for maximization of class time activities, meaning you <b>MUST</b> review the power point teacher mini-lectures on your own! In addition, you are responsible for understanding all of the reading material for testing. The amount of time required for homework for this class will vary with your reading speed. Assignments vary in length. It is important that you plan ahead for long assignments. Time management is an essential skill for this class, and you must take the responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. It is important to <b>not get discouraged</b>. One of the most important grading factors in this class is consistent effort and improvement. Do not get discouraged if your grades seem low in the first grading period. If you knew the material already, you wouldn't need the course. Effort</li> </ul>

	<p>and improvement are weighed heavily in grading. What you will learn in terms of writing, thinking, and study skills will be worth the effort! Attendance in this class is essential. Much of the material for success is provided through discussion. Missing class can create problems.</p> <ul style="list-style-type: none"> <li>• <b>Instructional Methods:</b> A variety of teaching methods will be used in this course. Students will learn both individually and in groups. Students will have required readings nightly. Students will analyze primary documents and write persuasive/expository essays that illustrate their understanding of the material. Students will keep an organized notebook with dividers for handouts. Students will discuss and debate events and concepts in World History. Students will attend tutorial sessions throughout the year for assistance with content and or their grade should it become near deficient or deficient.</li> <li>• <b>ALL AP World History:</b> Modern students will take the <b>AP Exam on Wednesday, May 15<sup>th</sup>, 2024 at 8 AM!</b></li> </ul>
<b>MATERIALS AND SUPPLIES</b>	<ul style="list-style-type: none"> <li>• Student Chromebook or Personal Computer, Smartphone</li> <li>• 3-Ring Binder with 4 Dividers for handouts</li> <li>• Access to course platforms: Canvas, AP Classroom, Infinite Campus</li> <li>• AP Classroom: <a href="https://myap.collegeboard.org/login">https://myap.collegeboard.org/login</a></li> <li>• Course Website: <a href="http://mrcoachholmes.weebly.com/">http://mrcoachholmes.weebly.com/</a></li> </ul>
<b>EXTRA HELP</b>	<ul style="list-style-type: none"> <li>• Office Hours: 1:40 PM – 3:05 PM</li> <li>• Tutorial Schedule: Tuesdays 3:20-4:20 PM in person (Hall Pass Needed – Ask during class) or virtual via Microsoft Teams</li> </ul>
<b>PARENTS AS PARTNERS</b>	<p>Please access the Parent Portal for DeKalb County School District @ <a href="https://www.infinitecampus.com/audience/parents-students">https://www.infinitecampus.com/audience/parents-students</a> for announcements, grades, behavior management, and assignments.</p>

## **AP World History: Modern Exam**

### **Section 1A: Multiple Choice**

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

### **Section 1B: Short Answer**

3 Questions | 40 Minutes | 20% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
  - Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years 1200 and 2001.
  - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001.
  - Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

### **Section 2A: Document-Based Question**

1 Question | 1 Hour (includes 15-minute reading period) | 25% of Exam Score

- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1450–2001.

### **Section 2B: Long Essay**

1 Question | 40 Minutes | 15% of Exam Score

- Students explain and analyze significant issues in world history.
- Students develop an argument supported by an analysis of historical evidence.
- The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

## AP World History: Modern Rubrics

### AP History Document-Based Question and Long Essay Question Rubrics

The rubrics for the AP History Document-Based Question (DBQ) and Long Essay Question (LEQ) have been modified for the 2017–18 school year, using feedback received from AP teachers and Readers and in tandem with recently announced changes to the *Course and Exam Description* for each course.

*Introductory notes:*

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described in the rubrics.

### AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A THESIS/CLAIM</b> (0–1 pt)	<b>1 pt.</b> 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>
<b>B CONTEXTUALIZATION</b> (0–1 pt)	<b>1 pt.</b> 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>
<b>C EVIDENCE</b> (0–2 pts)	<b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.  <b>OR</b> <b>2 pts.</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>  <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
<b>D ANALYSIS AND REASONING</b> (0–2 pts)	<b>1 pt.</b> Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.  <b>OR</b> <b>2 pts.</b> 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.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i>  <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

# I. AP History Disciplinary Practices and Reasoning Skills

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. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

## AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
<b>Students will be assessed on their ability to ...</b>	
<p><b>Primary Sources</b></p> <ul style="list-style-type: none"><li>Describe historically relevant information and/or arguments within a source.</li><li>Explain how a source provides information about the broader historical setting within which it was created.</li><li>Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.</li><li>Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.</li><li>Evaluate a source's credibility and/or limitations.</li></ul> <p><b>Secondary Sources</b></p> <ul style="list-style-type: none"><li>Describe the claim or argument of a secondary source, as well as the evidence used.</li><li>Describe a pattern or trend in quantitative data in non-text-based sources.</li><li>Explain how a historian's claim or argument is supported with evidence.</li><li>Explain how a historian's context influences the claim or argument.</li><li>Analyze patterns and trends in quantitative data in non-text-based sources.</li><li>Evaluate the effectiveness of a historical claim or argument.</li></ul>	<ul style="list-style-type: none"><li>Make a historically defensible claim in the form of an evaluative thesis.</li><li>Support an argument using specific and relevant evidence.</li><li>Use historical reasoning to explain relationships among pieces of historical evidence.</li><li>Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</li></ul>

## AP History Reasoning Skills

<b>Skill 1: Contextualization</b>	<b>Skill 2: Comparison</b>	<b>Skill 3: Causation</b>	<b>Skill 4: Continuity and Change over Time</b>
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process.  Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

**AP WORLD HISTORY: MODERN – 3<sup>rd</sup> BLOCK HOLMES**

**PLEASE SIGN BELOW AND RETURN.**

I have read the syllabus.

Student Signature\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_

Date\_\_\_\_\_

Additional information to support continued contact:

<b>Information</b>	<b>Parent/Guardian</b>
<b>Day Time Phone Number</b>	
<b>Cellular Phone Number</b>	
<b>Home Phone Number</b>	
<b>Email Address</b>	