

# Advanced Placement World History Modern Syllabus

Mrs. Adcox

[Brittany.adcox@houstonisd.org](mailto:Brittany.adcox@houstonisd.org)

Room# 308

## Course Description

Advanced Placement World History Modern investigates four historical periods from 1200 CE to the present. *This is a rigorous, fast-paced, and intensive class.* It includes economic, political, and social/cultural aspects of world history and is *meant to be the equivalent of an introductory college or university world history course.* Students will be asked to analyze and evaluate secondary and primary documents and be able to write about the meaning, significance, and impact of these documents as class work, homework, and as a routine part of quizzes and exams. College credit may be obtained if a student scores a 3, 4, or a 5 (depending on the academic institution's policy) on the AP Examination taken on Thursday May 8, 2025. To confirm a specific college's AP credit/placement policy, a search engine is available at [apstudent.org/creditpolicies](http://apstudent.org/creditpolicies).

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

## Textbook and Supplementary Readings

### Textbook

\*AMSCO Advanced Placement World History: Modern (1200- Present) textbook, 2019 edition

\*MyLab History with Pearson eText for World Civilizations Since 1200 8e AP Edition 2021

Student Access Code: SSSRCC-NANDA-HATCH-SALET-IBIZA-CHASE

### Supplementary Readings

You will read primary and secondary source excerpts from a variety of historical perspectives that will help you sharpen your focus.

## Essential Websites

Mrs. Adcox AP World History website- <https://adcoxhistory.com>

College Board APWH resources- <https://apcentral.collegeboard.org/courses/ap-world-history/course>

AP Classroom- <https://apclassroom.collegeboard.org>

All AP World History Modern students will need to set up a student account through the College Board in order to sign up for the AP exam. I will help students set up their account in class during the first two weeks of school.

## Course Content

### I. Historical Thinking/Reasoning Skills

Students will be trained to think like a historian using these skills and approaches outline by the College Board.

#### *Historical Thinking Skills*

**Developments and Processes:** Identify and explain historical developments and processes.

**Sourcing and Situation:** Analyze sourcing and situation of primary and secondary sources.

**Claims and Evidence in Sources:** Analyze arguments in primary and secondary sources.

**Contextualization:** Analyze the context of historical events, developments, or processes.

**Making Connections:** Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

**Argumentation:** Develop an argument.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
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Comparison	Causation	Continuity and Change
<ul style="list-style-type: none"> <li>1.i: Describe similarities and/or differences between different historical developments or processes.</li> <li>1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.</li> <li>1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</li> </ul>	<ul style="list-style-type: none"> <li>2.i: Describe causes and/or effects of a specific historical development or process.</li> <li>2.ii: Explain the relationship between causes and effects of a specific historical development or process.</li> <li>2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.</li> <li>2.iv: Explain how a relevant context influenced a specific historical development or process.</li> <li>2.v: Explain the relative historical significance of different causes and/or effects.</li> </ul>	<ul style="list-style-type: none"> <li>3.i: Describe patterns of continuity and/or change over time.</li> <li>3.ii: Explain patterns of continuity and/or change over time.</li> <li>3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</li> </ul>

## II. Themes

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP World History Modern course in order to be qualified for credit placement. These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries.

## III. Course Outline

The course outline is structured around the investigation of course themes and key concepts in four chronological periods which are broken down in nine units. These historical periods, from 1200 to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies.

### 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.

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

#### IV. The AP World History Modern Exam

The exam is 3 hours and 15 minutes long. Students are required to answer 55 multiple-choice questions, 3 short-answer questions (SAQs), 1 document-based question (DBQ), and 1 long essay question (LEQ).

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

### Course Format

A large amount of class time will be spent using a combination of lecture, seminar discussion, debate formats, and writing workshops. The most taxing component of AP World History Modern is the reading schedule. Students will do a considerable amount of reading from both the textbook and supplementary sources. *There will be reading assignments on a weekly basis.* Students are expected to complete these reading assignments *prior to the start of class* in order to fully participate in class discussions, analyzing primary and secondary sources, writing, practicing DBQ responses, peer editing, and other activities.

The class will be covering approximately 1-2 chapters of material a week. Most weekdays and weekends students will be responsible for reading assigned textbook chapters and sources beyond the textbook. Most readings are between 25-40 pages and include a writing component. Solid reading and writing skills, along with a willingness to devote considerable time to study, are necessary to succeed in this class.

### Assignments

All assignments and homework will be written on the board at the beginning of each week and on my website. It is your responsibility to read this information and plan accordingly. Again, you will struggle to participate in class discussions and activities if you have not completed the previously assigned readings or homework- which will have a negative effect on your overall grade.

### Exams

Exams will mirror the AP exam, which is a combination of multiple-choice questions, short answer questions (SAQs), and document based/free response essays (DBQs and LEQs). Both the multiple-choice, SAQs and essays will be graded in the same manner as the AP World History Modern exam and use the same rubrics. If a student misses an exam, they will have TWO school days to make it up outside of our regular class time.

## Quizzes

There will be weekly textbook chapter reading, vocabulary, short answer, and fill-in-the-blank quizzes.

### *Late Quizzes*

Students have ONE week from their absence date to make up a quiz. If the missed quiz is not made up within this time frame, a grade of zero will be recorded and cannot be made up.

## Late Work

All work is expected to be completed and turned in on time. If you are absent, you are responsible for obtaining the missed notes, handouts, and assignments. Students who miss class **MUST** make up the work and complete it at home. *No work will be accepted more than one class day late otherwise.*

Time to make up work if absent:

1. 1 day absent day following return to class
2. 2 days absent 2 days after return to class
3. 3 days absent 3 days after return to class
4. 4 days absent 4 days after return to class
5. 5 days absent 5 days after return to class
6. 6 days absent 5 days after return to class

## Extra Credit

Exams in this class are challenging and make up a significant portion of your overall grade (40%). In order to help boost exam averages, extra credit can be obtained two different ways.

- **Online Discussion Board:** Students can submit a response to the course discussion board on my website under the home tab. Two bonus points may be awarded on an exam grade per response that follows the criteria listed on the side of the webpage.
- **Student Binder:** Students may receive eight bonus points to their exam grade for their completed AP World History Modern binder. (Binder guidelines will be discussed later this week and are an integral part to your success in this class). Binders will be checked on exam days for extra credit.
- **Study Group:** Students can receive four bonus points for four hours of studying with a group of peers outside of our time in class. Students can do this in person or virtually (Facetime, Teams, exc.). The four hours can be done in one day or broken up into multiple days. EACH student in the study group must fill out the study group form and have a parent/guardian sign it.

*All extra credit opportunities in this class are considered all or nothing points (no partial credit given for partial work). EVERY part of the extra credit assignment must be complete and show a high level of effort, otherwise no points will be given.*

## Grading

### Grading Percentage

Exams and Projects (40%)  
Classwork and Homework (40%)  
Quizzes (20%)  
Semester Final: 10% of overall grade

### Grading Scale

90- 100     A  
80- 89     B  
70- 79     C  
60- 69     D  
59 or below     F

## **Test Corrections/Tutorials**

Exams in AP World History are demanding. Students will have the opportunity to correct the multiple choice and SAQ portion of their tests in tutorials within one week to earn partial credit. My classroom is open from 7:00- 7:50 am and during 9<sup>th</sup>/10<sup>th</sup> grade homeroom. Please notify me at least 24 hours prior to set up an appointment during those hours.

## **Supply List**

Please purchase the following school supplies below *no later than Thursday August 26<sup>th</sup>*. These items are required *every day* for this class. If you are having difficulty obtaining these items, please come see me before or after class as soon as possible.

- (1) Two-inch binder (*To be used for this class only*)
- (1) Spiral notebook for notes
- (1) Yellow regular sized notepad (Legal Pad)
- (1) Pack of 8-page dividers
- Regular pencils and black or blue pens
- Highlighters
- Colored pencils

## **Academic Honesty**

Thank you for always doing your own work and trying your best. Academic dishonesty (plagiarism, cheating) will result in an automatic zero for that assignment. Copying even ONE sentence and not citing the author is considered plagiarism (this includes ChatGPT). Additionally, as long as one person is still testing in class during exam or quiz days, you are to remain silent. You choose to talk, you choose a zero.

## **Classroom Rules/Discipline**

I expect to have an atmosphere of courtesy and respect in this classroom. This is school. You are here to learn. Learning requires your full attention. All district and school rules will be enforced in this room as well as my own class rules, which are:

### *Rules*

1. Listen attentively while others have the floor
2. Use appropriate language
3. No cellphones out during class
4. No food or drinks (with the exception of water)
5. Demonstrate professionalism
6. Be in your seat BEFORE class starts working on your bell-ringer

### *Consequences*

1. First Offense= Verbal Warning
2. Second Offense= Student-Teacher Mini-Conference
3. Third Offense= Teacher-Parent Contact
4. Repeat or Severe= Office Referral and Parent-Teacher Conference

## **Summer Assignment**

Students who registered and were approved to take AP World History were emailed a digital copy of the summer assignment at the end of last school year. In addition to this email, the assignment was made available through the official DeBaKey website. The summer assignment is a requirement for this course and is due no later than Wednesday August 14<sup>th</sup>. Students will be assessed over the contents of this assignment on the first school day (15 multiple choice questions and one short answer writing question). To remain enrolled in this AP course, students must complete the summer assignment by the deadline and demonstrate a solid understanding over the content and skills on the assessment.

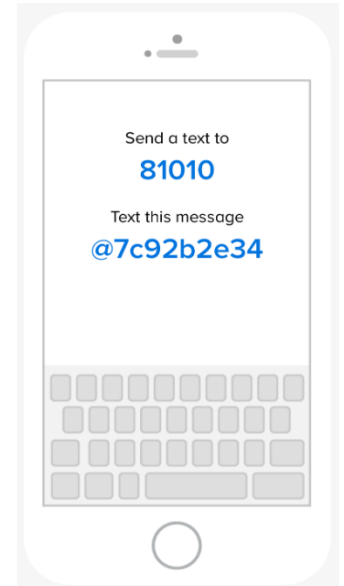
## Important Note for Parents

Please check your student's grades often and have your student email me when they will be absent from class as to secure their missing assignments. Using the parent portal on HISD Connect by PowerSchool, parents can access information 24/7 about students' schedules, grades, and attendance. After viewing said information, please contact me if you have any questions regarding your student's success in my class.

## Remind App: Optional Notification for this Course

Remind is a free, safe, and easy way for teachers to connect instantly with both students and parents. In this classroom, it will be utilized to instantly communicate with every student and parent that signs up about important reminders and deadlines, as well as any academic materials relating to course content. Please know that this form of communication is secure. Your phone numbers will be kept private so that teacher-student-parent communication is safe and secure. I will never see students' or parents' phone numbers. All communication will be electronically documented as well.

To receive messages via text message, text the number 81010 and enter the message @7c92b2e34



## Setting Up Your Binder

Student binder dividers will need to be organized/labeled in the order listed below. We will organize binders as a class but it will be helpful if you have your dividers pre labeled before that date.

- Divider 1 (Labeled: General Information)
- Divider 2 (Labeled: 1200-1450)
- Divider 3 (Labeled: Land-Based Empires 1450- 1750)
- Divider 4 (Labeled: Overseas Empires 1450-1750)
- Divider 5 (Labeled: Revolutions 1750- 1900)
- Divider 6 (Labeled: Imperialism 1750- 1900)
- Divider 7 (Labeled: 1900- 1950)
- Divider 8 (Labeled: 1950- Current)

**AP WORLD HISTORY MODERN SYLLABUS**  
**Mrs. Adcox      DeBakey High School for Health Professions      2024-2025**

**Student Acknowledgement**

I, \_\_\_\_\_, have read the syllabus for AP World History and agree to all terms listed therein.

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

As the student identified above, **I have joined [   ] or do not plan to join [   ]** the Remind course to receive text reminders about the course.

Date \_\_\_\_\_

**Parent/Guardian Acknowledgement**

I, \_\_\_\_\_, have read my student's syllabus for AP World History and will help my student meet these standards.

Parent/Guardian's Signature \_\_\_\_\_

As the parent/guardian identified above, **I have joined [   ] or do not plan to join [   ]** the Remind course to receive text reminders about the course.

Date \_\_\_\_\_

**Optional Note**

Please do not hesitate to leave me a note in the space provided below if there are any student needs/ accommodations I should be aware of: