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AP WORLD HISTORY: MODERN SYLLABUS

ARE YOU UP TO THE CHALLENGE?

Note to AP World History students.

To all AP World History students, I am glad to see that you have signed up to take the AP World History: Modern course. As you are aware, taking an AP-level course is quite challenging in terms of workload and intellectual rigor. Your final decision to take AP World History should not be made in haste, but with consideration of all the relevant factors.

The AP World History: Modern course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the blending of the world into a tightly integrated whole. AP World History presents an approach that allows the student to “do history” by going through the steps a historian would take in analyzing historical events and evidence worldwide over a millennium. This course offers balanced global coverage with Asia, Africa, the Americas, Europe, and Oceania each represented.

It is important to realize that AP World History differs significantly from the “usual” high school course; it will require greater mental preparation to cover the range and depth of the topics, and a greater time allotment to accomplish work. Intrinsic motivation is something that every student should possess to succeed in AP World History. There is very little even the best teachers can do to motivate a student in honors or AP class. The workload and rigor of such courses usually overwhelm artificial forms of motivation. However, good teachers can aid in the development of the skills and qualities of a successful history student. Developing these will be a major element of AP World History, but students entering the course should be well on their way in each of the categories below:

Each AP World History Student:

- Must be self-motivated, self-dedicated, and self-disciplined in approaching a history course.
- Must be willing to keep up with the reading load and **read with a purpose**, mastering both the factual and analytical content of the material.
- Must be willing to consider and develop an understanding of the themes of humans & the environment, cultural developments & interactions, governance, economic systems, social interactions & organization, and technology & innovation in world history.

- Must be willing to subject all historical assumptions to analysis, interpreting, and concluding historical data within a chronological framework.
- Must be willing and able to take a position on a multitude of historical subjects, formulating effective written arguments based on evidence and logic.

If you possess the above skills and qualities, and more importantly are motivated to develop them further, then AP World History is the course for you.

WHAT IS WORLD HISTORY?

World History is the study of human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places, and ideas across regional boundaries. By focusing on human interaction on all levels, we can see the big picture as well as the details of individual lives. World history also gives us a perspective of the past that goes beyond a national or regional viewpoint—a perspective that embraces large comparisons both spatially and temporally.

AP World History: Modern 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 to make connections among historical developments, and interactions, governance, economic systems, social interactions, and organization and technology, and innovation.

Historical Thinking Skills

The updated AP World History: Modern framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like historians.

Skill	Description
1. Developments and Processes	Identify and explain historical developments and processes.
2. Sourcing and Situation	Analyze the sourcing and situation of primary and secondary sources.
3. Claims and Evidence in Sources	Analyze arguments in primary and secondary sources.
4. Contextualization	Analyze the contexts of historical events, developments, or processes.
5. Making Connections	Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.
6. Argumentation	Develop an argument.

THEMES

Not only does the College Board organize AP World History information chronologically by the four Time Periods, but it also emphasizes comparison and analysis of continuity and change across Periods. Six overarching themes provide categories to make comparisons as well as to recognize continuities and changes over time.

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 organizations.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances that have shaped human development and interactions with both intended and unintended consequences.

Note: Starting in 2019 there was a major change in Advanced Placement World History and the course lost about 9,000 years. While it seems to be a major change, it both is and is not. It is a trade of time for depth. You will work with a shorter timeline but you will have to know more within that time frame.

Historical Periods

2019 updated AP World History: Modern course is divided into four historical periods spanning from ca. 1200 C.E. to the present. These are in turn divided into nine units and form the backbone of the course.

Historical Periods and Dates	Weight on AP Exam	Chapters in <i>Traditions & Encounters</i>
Regional and Interregional Interactions (ca. 1200 to ca. 1450)		
1. The Global Tapestry	8-10%	13, 14, 15,
2. Networks of Exchange	8-10%	16, 17, 18, 19, 20, 21
Global Interactions (ca.1450 to ca. 1750)		
3. Land-Based Empires	12-15%	22, 23, 24,
4. Trans-Oceanic Interconnections	12-15%	25, 26, 27
Industrialization and Global Integration (ca. 1750 to ca. 1900)		
5. Revolutions	12-15%	28, 29, 30
6. Consequences of industrialization	12-15%	31, 32
Accelerating Global Change and Realignment (ca. 1900 to the present)		
7. Global Conflict	8-10%	33, 34, 35,
8. Cold War and Decolonization	8-10%	36, 37, 38
9. Globalization	8-10%	

The breakdown of these periods, along with their weight on the AP Exam and corresponding chapters in *Traditions & Encounters*, is shown above. Note: *ca.* or *circa*—meaning “about”—has been added as a prefix to all the dates in all the periods.

AP World History: Modern Exam Test Format & Descriptions

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 Questions	55 minutes	40%
	Part B: Short-answer questions	3 Questions	40 minutes	20%
II	Part A: Document-based question	1 Question	60 minutes	25%
	Part B: Long essay question	1 Question	40 minutes	15%

Understanding the Format

Multiple-Choice Questions

There are 55 multiple-choice questions with four answer choices (A-D). Only one answer is correct for each question. There is no penalty for guessing incorrectly, therefore answering every question even if you don't know the answer or feel uncertain about your choice. Students are given 55 minutes to complete this section. The multiple-choice questions are stimulus-based, which means that a primary or secondary source (excerpts, photos, maps, charts, etc.) is provided, followed by between two and five questions based on that stimuli.

Short-Answer Questions

The short answer section of the Exam includes four questions closely aligned with the course skills that must be answered within 40 minutes (roughly 13 minutes for each question). Students are required to answer the first two questions but can choose between two options for the final required short-answer question, each focused on a different period. Each question will have three parts and is worth three points. At least two of the short-answer questions are accompanied by stimulus material. There will be a finite amount of space in which student answers must be contained, and no credit will be given for writing outside of this finite area. Student answers must be in complete sentences (bulleted answers will not receive credit), but a thesis statement is not required. Students must be extremely careful to follow the directions and explicitly answer the question they are asked.

Document-based Questions (DBQ)

The DBQ requires students to analyze and interpret historical documents, and then use the documents as well as outside information to support a well-developed thesis statement that directly answers the question and takes a position. Thesis statements that simply restate the prompt as a statement will not receive credit. DBQs will contain seven historical documents. Students begin the DBQ with a recommended 15-minute reading period intended to read and analyze the documents. After the reading period ends, you will have 85 minutes to complete the DBQ and the long essay, so devising a plan on how to use that 85 minutes between the two questions is important. It is usually recommended to spend 45 minutes on the DBQ.

Long Essay Question (LEQ)

Students will have the choice of answering one of three long essay questions. All three essays will test the same theme but focus on different chronological periods, so students can choose which period they feel most prepared to write about.

The long essay is designed to measure the student's ability to use historical reasoning through the demonstration of thesis development, argumentation, and use of evidence. As explained in the previous section, students should use 45 of their 85 FRQ minutes for the DBQ, leaving 40 minutes to write the long essay.

Using and Interpreting AP Scores

The extensive work is done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

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

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1-5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is.

NOTE: As a school district we grade all 5-week and 10-week grades on a 1.1% weighted curve to both incentivize and support those students who have chosen to challenge themselves by taking rigorous AP courses.

Grading Policy

AP WORLD HISTORY: MODERN

Marking Period Grade Determination

Homework = 10%

Papers/Projects/Quizzes = 20%

Essays = 30%

Tests = 40%

Course Grade Determination

Marking Period 1 20%

Marking Period 2 20%

Marking Period 3 20%

Marking Period 4 20%

Regents Exam 20%

Primary Textbook

Bentley, Jerry H., Ziegler, Herbert F., Streets-Salter, Heather E. *Traditions, and Encounters: A Global Perspective on the Past*, sixth edition 2020 update. New York: McGraw-Hill, 2020.

Secondary Texts/Source Books

Note: I will be using several publications both in hard print and online to supplement the primary textbook.

Materials Needed

1 3" 3 ring binder

Colored pencil set

Index tabs/page dividers (useful for chapter organization)

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Parents please print your child's name and sign your signature below acknowledging that you have read and understood the course expectations for the AP World History: Modern course curriculum.

PRINT: Student Name

Parent Signature

Date