

World History AP Syllabus

2022-2023



IMPORTANT INFORMATION

Instructor:	Kelly Stevens kelly.stevens@sausd.us
Text:	Hansen, V. and Curtis K., <i>Voyages in World History</i> <i>Third Edition</i> . Cengage Learning: Canada, 2016. Spielvogel, Jackson J., and Jay McTighe. <i>World History and</i> <i>Geography: Modern Times</i> . McGraw Hill Education, 2018.
My College Board Link:	https://myap.collegeboard.org/login
McGraw Hill Online Link:	https://my.mheducation.com

OVERVIEW

The AP World History course is a thematic approach to the study of global connections, cultural diffusion, and changes over time. Students take on the role of a historian as they develop critical thinking skills and an understanding of historical events. More specifically, by the time of the AP Examination on Thursday May 11th, 2023 students should have mastery of the following components:

HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

IN DEPTH LOOK

HISTORICAL THINKING SKILLS

1. Developments and Processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections

HISTORICAL REASONING PROCESSES

1. Comparison
2. Causation
3. Continuity and Change

HISTORICAL THEMES

1. Humans and the Environment
2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Social Interactions and Organizations
6. Technology and Innovation

TOPICS OF STUDY

POST CLASSICAL ERA 500-1450 ce

Fall of Rome
Early Christianity
Byzantine Empire
Early Middle Ages
Germanic Kingdoms
Feudalism
Rise of Towns in Western Europe
Crusades
Medieval Church
Late Middle Ages
Bubonic Plague
Hundred Years War
Rise and Spread of Islam
Mauryan Empire
Gupta Empire
Mughal Empire
Tang and Song Dynasties
The Mongols
Ming Dynasty
Medieval Japan
Early Americas
Maya, Aztec, and Inca
Ghana, Mali, and Songhai
Kush, Axum, and Great Zimbabwe

EARLY MODERN ERA 1450-1750 ce

Protestant Reformation
Renaissance
Exploration/Conquest
Spanish Armada
Thirty Years War
English Civil War

MODERN ERA 1750-1915 ce

Glorious Revolution
Scientific Revolution
The Enlightenment
Absolutism
American Revolution
French Revolution
Napoleonic Wars
Congress of Vienna
Industrial Revolution
Nationalist Revolutions
Imperialism
Revolutions in China
Rise of Modern Japan

POSTMODERN ERA 1915-present

World War I
Treaty of Versailles
Russian Revolution
Instability of Europe after WWI
Great Depression
Rise of Nationalism
Rise of Communism
Appeasement
World War II
Holocaust
The Cold War
Decolonization
Fall of Communism
Globalization
Center Moving East
War on Terror
Great Recession
Contemporary Issues

COURSE EXPECTATIONS

Weekly Home/Classwork	30%	Writing Pieces	30%
Vocabulary		SAQs (Short Answer Questions)	
Notes		DBQs (Document Based Questions)	
Daily Assignments		LEQs (Long Essay Questions)	
Tests/Quizzes	30%	Participation	10%
Weekly multiple choice quizzes (every Tuesday)			
Unit Tests (6 total)			

MATERIALS

The following materials are suggested for success in this course:

- Agenda provided by Segerstrom
 - Pens and pencils, colored pencils/markers, highlighters, etc.
 - College ruled notebook for vocabulary and notes.
 - Chromebook
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ABOUT THE WHAP EXAM

Thursday May 11th, 2023 @ 8:00 AM

3 hrs 15

EXAM OVERVIEW

***Section I**

- A: Multiple Choice- 55 questions, 55 minutes, 40% score
- B: Short Answer Questions (SAQs)- 3 questions (a, b, c), 40 minutes, 20 % of your score; mandatory questions 1 and 2, then for third choose 3 or 4

***Section 2**

- A: Document Based Questions (DBQ)- 1 question, 1 hour, 25% score
 - 7 documents
 - 5 paragraph essay, with context, thesis, supporting paragraphs, evidence, and analysis
- B: Long Essay Question (LEQ)- 1 questions, 40 minutes, 15% score; choice of 3 questions to respond to, you choose 1

WHAP EXAM IN DEPTH DETAILS

SECTION I PART A: MULTIPLE-CHOICE (55 minutes)

The first part of Section I of the AP World History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli. Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

SECTION II PART B: SHORT-ANSWER (40 minutes)

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Students may select short-answer questions 3 or 4, neither of which includes a stimulus. Short-answer question 3 will focus on historical developments or processes between the years 1200 and 1750. Short-answer question 4 will focus on historical developments or processes between the years 1750 and 2001.

All four historical periods are represented among the four short-answer questions.

SECTION II PART A: DOCUMENT-BASED QUESTION (1 hour)

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

- *Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- *Describe a broader historical context relevant to the prompt.
- *Use the provided documents to support an argument in response to the prompt.
- *Use historical evidence beyond the documents relevant to an argument about the prompt.

*For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

*Demonstrate 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. The topic of the document-based question will include historical developments or processes between the years 1450 and 2001.

SECTION II PART B: LONG ESSAY QUESTION (40 minutes)

The long essay question requires students to do the following:

*Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.

*Describe a broader historical context relevant to the prompt.

*Support an argument in response to the prompt using specific and relevant examples of evidence.

*Demonstrate 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.

Students must select one of the three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses primarily on historical developments or processes between 1200 and 1750, the second primarily on historical developments or processes between 1450 and 1900, and the third primarily on historical developments or processes between 1750 and 2001

WRITING CHEAT SHEET

SAQ

- *Answer the question (this is the assertion or claim)
- *Cite specific factual evidence
- *Explain how the evidence proves your assertion

DBQ

*P 1 Intro

- Hook
- Context
- Thesis

*P2 Body 1

- Mini intro (connects to thesis)
- Example 1, citation, evidence, explanation
- Example 2, citation, evidence, explanation
- Mini Conclusion

*P3 Body 2

- Mini intro (connects to thesis)
- Example 1, citation, evidence, explanation
- Example 2, citation, evidence, explanation
- Mini conclusion

*P4 Body 3

- Mini intro (connects to thesis)
- Example 1, citation, evidence, explanation
- Example 2, citation, evidence, explanation
- Mini conclusion

*P5 Conclusion

- Sum up your argument
- readdress how you supported your claim
- Significance to greater understanding

LEQ

*Note: Must respond using one of the three historical reasoning skills (comparison, causation, continuity and change);

*P 1 Intro

- Hook
- Context
- Thesis

*P2 Body 1

- Mini intro (connects to thesis)
- Example, evidence, explanation
- Mini Conclusion

*P3 Body 2

- Mini intro (connects to thesis)
- Example, evidence, explanation
- Mini conclusion

*P4 Body 3

- Mini intro (connects to thesis)
- Example, evidence, explanation
- Mini conclusion

*P5 Conclusion

- Sum up your argument
- readdress how you supported your claim
- Significance to greater understanding