

# World History AP Syllabus

2020-2021



## IMPORTANT INFORMATION

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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 Geography: Modern Times</i> . McGraw Hill Education, 2018. Beck, Roger B. <i>World History</i> . Houghton Mifflin Harcourt Publishing Company, 2018.
My College Board Link:	<a href="https://myap.collegeboard.org/login">https://myap.collegeboard.org/login</a> Per. 5 Code- YDK27E Per. 6 Code- 4NG9K2
McGraw Hill Online Link:	<a href="https://my.mheducation.com">https://my.mheducation.com</a> Part I Code- SBYUDHVY Part II Code- KUTL6DG0 Part III Code- 912SKZLQ NOTE: These are the exact same for both 5th and 6th periods
Google Classroom Code:	Per. 5- gwjkwvn Per. 6- wehy2dl
Google Meets Code:	Per. 5- SFHSStevens5 Per. 6- SFHSStevens6
Google Chat Link:	Per. 5- <a href="https://chat.google.com/room/AAAAF3QCcPM">https://chat.google.com/room/AAAAF3QCcPM</a> Per. 6- <a href="https://chat.google.com/room/AAAAAbObiFJg">https://chat.google.com/room/AAAAAbObiFJg</a>

## 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 Monday May 10th, 2020 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.

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## 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
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## TOPICS OF STUDY

### POST CLASSICAL ERA 500-1450 ce

Fall of Rome  
Early Christianity  
Byzantine Empire  
Middle Ages  
Germanic Kingdoms  
Feudalism  
Rise of Towns in Western Europe  
Crusades  
Medieval Church  
Bubonic Plague  
Hundred Years War  
Rise and Spread of Islam  
Maurian, Gupta, & Mughal Empires  
Tang and Song Dynasties  
The Mongols  
Ming Dynasty  
Medieval Japan  
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

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### MODERN ERA 1750-1915 ce

Glorious Revolution  
Scientific Revolution  
Enlightenment  
Absolutism  
American and French Revolutions  
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

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## *COURSE EXPECTATIONS*

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

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## *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*

Monday May 10th, 2021 @ 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 II**

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

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## *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

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## *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