**UMSL Advanced Placement World History: Modern 2024-2025**

**General Course Information:**

Required Textbook: *Advanced Placement World History: Modern (1200-Present)*, Perfection Learning, 2019

**Course Overview:**

AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Successful completion of the course satisfies the core social studies world history requirement for graduation.

**ACP Enrollment information:**

Dual Credit will be conducted through the University of Missouri – Saint Louis (UMSL). Further information on the program can be found here: [https://www.umsl.edu/continuinged/acp/index.html](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fnam02.safelinks.protection.outlook.com.mcas.ms%2F%3Furl%3Dhttps%253A%252F%252Fwww.umsl.edu%252Fcontinuinged%252Facp%252Findex.html%26data%3D05%257C02%257CJames.Francis%2540slps.org%257C545097f7f9244d43a1dc08dc9465c4eb%257C08e33d6ba654486a80e320b190ae22d7%257C0%257C0%257C638548413033330386%257CUnknown%257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%253D%257C0%257C%257C%257C%26sdata%3DbOX5uNbBY4ntBZ81o%252Fk4chbKmAZzz1MR8oNztFAJsNs%253D%26reserved%3D0%26McasTsid%3D20893&McasCSRF=9d358d2280cb39f4b0617ee2a5154672b7fa7c3d5e38c8c2bcb056671de6037a)

UMSL Course #:

**Student Practice:**

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every before, during, or after a lesson, and as inclass work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

**Course Outline**

**Unit 1 – The Global Tapestry c. 1200 to c. 1450 (~10–13 class periods)**

## CR2

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| --- | --- |
| **Topic** | **Skill** |
| 1.1 Developments in East Asia from c. 1200 to c. 1450 | 4.A |
| 1.2 Developments in Dar al-Islam from c. 1200 to c. 1450 | 1.A |
| 1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450 | 3.A |
| 1.4 State Building in the Americas | 3.B |
| 1.5 State Building in Africa | 1.B |
| 1.6 Developments in Europe from c. 1200 to c. 1450 | 1.A |

**Unit 2 – Networks of Exchange c. 1200 to c. 1450 (~10–13 class periods)**  **CR2**

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| **Topic** | **Skill** |
| 2.1 The Silk Roads | 4.A |
| 2.2 The Mongol Empire and the Making of the Modern World | 5.A |
| 2.3 Exchange in the Indian Ocean | 5.A |
| 2.4 Trans-Saharan Trade Routes | 1.B |
| 2.5 Cultural Consequences of Connectivity | 2.A |
| 2.6 Environmental Consequences of Connectivity | 5.A |
| 2.7 Comparison of Economic Exchange | 6.B |

**Unit 3 – Land-Based Empires c. 1450 to c. 1750 (~8–11 classes)**  **CR2**

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| **Topic** | **Skill** |
| 3.1 Empires Expand | 1.B |
| 3.2 Empires: Administration | 4.A |
| 3.3 Empires: Belief Systems | 2.B |
| 3.4 Comparison in Land-Based Empires | 6.B |

**Unit 4 – Transoceanic Interconnections c. 1450 to c. 1750 (~22–25 class periods)**  **CR2**

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| **Topic** | **Skill** |
| 4.1 Technological Innovations from 1450 to 1750 | 4.A |
| 4.2 Exploration: Causes and Events from 1450 to 1750 | 5.B |
| 4.3 Columbian Exchange | 3.B |
| 4.4 Maritime Empires Established | 2.A |
| 4.5 Maritime Empires Maintained and Developed | 3.A |
| 4.6 Internal and External Challenges to State Power from 1450 to 1750 | 4.B |
| 4.7 Changing Social Hierarchies from 1450 to 1750 | 3.D |
| 4.8 Continuity and Change from 1450 to 1750 | 6.C |

**Unit 5 – Revolutions c. 1750 to c. 1900 (~20–23 classes)**  **CR2**

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| **Topic** | **Skill** |
| 5.1 The Enlightenment | 3.A |
| 5.2 Nationalism and Revolutions in the Period from 1750 to 1900 | 3.C |
| 5.3 Industrial Revolution Begins | 1.B |
| 5.4 Industrialization Spreads in the Period from 1750 to 1900 | 5.A |
| 5.5 Technology of the Industrial Age | 1.B |
| 5.6 Industrialization: Government’s Role from 1750 to 1900 | 5.A |
| 5.7 Economic Developments and Innovations in the Industrial Age | 5.B |
| 5.8 Reactions to the Industrial Economy from 1750 to 1900 | 2.B |
| 5.9 Society and the Industrial Age | 4.B |
| 5.10 Continuity and Change in the Industrial Age | 6.C |

**Unit 6 – Consequences of Industrialization c. 1750 to c. 1900 (~12–15 classes)**  **CR2**

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| **Topic** | **Skill** |
| 6.1 Rationales for Imperialism from 1750 to 1900 | 4.B |
| 6.2 State Expansion from 1750 to 1900 | 4.B |
| 6.3 Indigenous Responses to State Expansion from 1750 to 1900 | 2.C |
| 6.4 Global Economic Development from 1750 to 1900 | 2.B |
| 6.5 Economic Imperialism from 1750 to 1900 | 4.B |
| 6.6 Causes of Migration in an Interconnected World | 5.B |
| 6.7 Effects of Migration | 5.B |
| 6.8 Causation in the Imperial Age | 6.D |

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| **Topic** | **Skill** |
| 7.1 Shifting Power After 1900 | 4.B |
| 7.2 Causes of World War I | 1.B |
| 7.3 Conducting World War I | 3.B |
| 7.4 The Economy in the Interwar Period | 2.C |
| 7.5 Unresolved Tensions After World War I | 2.C |
| 7.6 Causes of World War II | 2.C |
| 7.7 Conducting World War II | 3.D |
| 7.8 Mass Atrocities After 1900 | 5.B |
| 7.9 Causation in Global Conflict | 6.D |

**Unit 7 – Global Conflict c. 1900 to the present (~9–12 classes**

[Unit 8 – Cold War and Decolonization c. 1900 to the present (~14classes)](#_Toc29420)

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| **Topic** | **Skill** |
| 8.1 Setting the Stage for the Cold War and Decolonization | 4.B |
| 8.2 The Cold War | 2.B |
| 8.3 Effects of the Cold War | 5.B |
| 8.4 Spread of Communism after 1900 | 2.C |
| 8.5 Decolonization After 1900 | 5.B |
| 8.6 Newly Independent States | 3.D |
| 8.7 Global Resistance to Established Power Structures After 1900 | 2.B |
| 8.8 End of the Cold War | 1.B |
| 8.9 Causation in the Age of the Cold War and Decolonization | 6.D |

**Unit 9 – Globalization c. 1900 to the present (~8–11 classes)**  **CR2**

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| **Topic** | **Skill** |
| 9.1 Advances in Technology and Exchange after 1900 | 5.A |
| 9.2 Technological Advances and Limitations after 1900: Disease | 5.B |
| 9.3 Technological Advances: Debates About the Environment After 1900 | 4.B |
| 9.4 Economics in the Global Age | 2.C |
| 9.5 Calls for Reform and Responses After 1900 | 4.B |
| 9.6 Globalized Culture After 1900 | 4.B |
| 9.7 Resistance to Globalization After 1900 | 2.C |
| 9.8 Institutions Developing in a Globalized World | 3.C |
| 9.9 Continuity and Change in a Globalized World | 6.D |

**Review and Mock Exam (15 Classes)**

**Methods of Assessment**

Final exams will be cumulative in nature, emphasizing the most essential benchmarks for the course. General

assessments will be given at the end of each chapter. Written assignments and projects will be included throughout

the year. In addition, participation and classwork will be evaluated. Currently the grading scale includes the

following:

20% Classwork

20% Homework

30% Projects

30% Assessments

Grading scale may be adjusted to a cumulative scale with prior notice.

**Grading Scale**

GRADING SCALE

A = 90 - 100 percent

B = 80 - 89 percent

C = 70 - 79 percent

D = 65 - 69 percent

F = 0 - 59 percent

**Make-up Work**

Students submitting work up to seven school days late without prior approval may receive up to 80% on the work

than they would have received if the work had been submitted on time.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the

length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes,

and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet

with the teacher to develop a plan for making up missed work, quizzes, and examinations.

**Class Expectations**

1. Respect yourself, the teacher & others

Show respect for the teacher, yourself and others at all times.

Respect others’ property. Avoid touching or writing on anything that does not belong to

you (including desks, textbooks, teacher’s belongings, walls, chalkboard, etc.). Don't

expect that others will clean-up your messes. Please pick-up after yourself.

Respect yourself and the rest of us by using appropriate language and wearing

appropriate clothing.

Be a kind person.

2. Put forth your best effort at all times

Always do your own best work.

Put learning ahead of getting good grades.

Put quality ahead of just getting it done.

3. Be prepared for class each day

Come prepared with all materials necessary:

A CHARGED laptop is vital.

Have the prepared readings ready to be discussed.

4. Follow directions when given

When directions are given, do your best to follow them the first time. If you are

confused or have questions, ask. I would rather have you stop class to clarify than be off

task while everyone else is working.

5. Pay attention, participate and ask questions

Engage in what is going on in the classroom. If you have a question, ask it! Otherwise,

I might not know until the test that you did not understand something. There are no

stupid questions, and chances are, if you are wondering about it, someone else in the

class is to. Be proactive about your learning and don’t be afraid to ask for help. If you

feel most comfortable waiting until after class, that is okay, too, but do keep

communication open between us.

6. Preserve a positive learning environment

Student actions that interfere with teaching or learning in the classroom will NOT be

tolerated.

Use class time to learn history. Please do not spend your time grooming,

sleeping, talking, writing notes, playing cards, listening to you Ipod, text-messaging

friends, or doing work for other classes.

Minimize classroom interruptions by arriving to class on time and not leaving the

classroom during the hour.

7. Take responsibility for your actions

If you are confronted about a rule infraction, own up to it. Don’t deny it, lie about it, or

blame someone else.

Take responsibility for missed assignments.

All handbook rules will be enforced. Please read your handbook. Students that choose

to break these rules, choose to have points taken away from their learning readiness

grade, and face the possibility of additional consequences.

CLASS RULES

1. No food or drink, except water

You may drink bottled of water in the classroom. If a spill occurs, please clean it up

immediately and inform the teacher.

• No other food or beverage is permitted without a doctor’s note.

2. Arrive to class on time & ready to learn

When the bell rings, you need to be sitting in your assigned seat.

You should immediately begin on the warm up activity or journal entry.

“physically” and “mentally” present in the classroom

3. Never line up/disengage before dismissal

Remember, I dismiss you, not the bell.

4. Do not cheat, plagiarize, or copy work

Cheating is completely unacceptable.

Plagiarism (copying work from another source without giving proper credit) is

completely unacceptable. THIS INCLUDES USINGING AI! If you plagiarize on any assignment

you will earn a “0” on that assignment with no opportunity to re-do the work for credit.

6. Use polite and appropriate language

Offensive, derogatory, and profane terms are not tolerated. In order to have a safe

classroom environment where all students feel comfortable, no put downs, swear words,

or slang words with demeaning connotations will be accepted. Remember, if you don’t

have something nice to say, don’t say it at all!

7. Do your best work & turn it in on time

Remember that the work that you turn-in is a reflection of your effort on the assignment.

8. Pick up after yourself before you leave

Take all of your belongings, pick up any scrap papers around you, and put your desk back

in line before you leave each day.